DOCUMENT RESUME

ED 134 801 08 CE 009 909

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TITLE Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.
INSTITUTION Bellevue Community Coll. Wash.; Bellevue Public Schools, Wash.; Washington Univ., Seattle. Bureau of School Service and Research.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Washington Research Coordinating Unit for Vocational Education, Olympia.
BUREAU NO 76-315-NN
PUB DATE 15 Jul 76
NOTE 114p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Advisory Committees; *Articulation (Program); *Career Ladders; *Career Opportunities; Child Care Occupations; Child Development; Clerical Occupations; College School Cooperation; Community Colleges; Curriculum Design; Educational Coordination; Health Occupations Education; *Information Dissemination; Medical Education; *Models; Nursing; Occupational Information; Office Occupations Education; Post Secondary Education; Program Development; Regional Cooperation; Secondary Education; Secondary Schools; Technical Institutes; *Vocational Education
IDENTIFIERS Washington; Washington (Seattle)

ABSTRACT

A curricular articulation project was developed and conducted as a coordinated effort among ten school districts, two vocational-technical institutes, and three community colleges, comprising a regional area north and east of the city of Seattle. The purpose of the project was to test the feasibility of developing and conducting an articulation planning effort involving secondary schools, vocational-technical institutes (VTIs), and community colleges. A steering committee consisting of the vocational directors of each school district, VTI, and community college worked with the project director to develop and conduct the study. A survey of vocational course effort and current enrollments was conducted to identify and compare, on a common basis, program profiles among the three types of institutions. Based on this information, three subject areas were identified for curricular exploration and development by instructors from each of the three institutional levels. These areas were child development; business and office (secretarial, clerical); and health professions (nursing, health office support). Twenty-four instructors met in a series of workshops and developed career ladders, sample job titles, entry pay levels, and competency checklists for each step on the identified career ladders. Information was then developed which would be suitable for inclusion in advising brochures identifying institutions offering training for the various steps on the career ladders. (The career ladders and other occupational information, including that developed for the brochures, is appended.) (Author/HD)

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ED134801

DEVELOPMENT OF A CURRICULUM ARTICULATION MODEL

between

Vocational-Technical Institutes
Community Colleges
School Districts

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July 15, 1976

Project No. 76-315 (NN)

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

This project was made possible only because of the willingness of the vocational directors and teachers in the participating institutions to share their time and their "program knowledge" with their colleagues and the project staff. Materials and shared experiences developed in Articulation Workshops conducted in 1975 by the Washington Council of Local Administrators, and pilot program analyses conducted in 1970 by the NEVAC group (Northeast Vocational Advisory Council) were particularly helpful in the design of this project.

While we are indebted to many for the successful conduct of this project we would like to specifically list the names of those directly involved:

Vocational Administrators

Joe Brisson, Vocational Director, Northshore School District

Jim Carter, Vocational Director, Lower Snoqualmie Valley School District

Robert Cole, Vocational Director, Snoqualmie Valley School District

Larry Galloway, Vocational Director, Issaquah School District

Les Kovach, Voc-Tech Supervisor, Renton School District

Walt Lelinski, Area Information & Occupation Specialist, Lake Washington School District

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Lois Buhman, Mercer Island High School, Mercer Island School District

Doris Carnevali, University of Washington

Joyce Chetnik, Shoreline Community College

Molly Clough, Bellevue Community College

Bob Couch, Bellevue Senior High, Bellevue School District

Leslie Ewer, Issaquah High School, Issaquah School District

Marilyn Farrell, Lake Washington High School, Lake Washington School District

Andrea Holmes, Renton Vocational Technical Institute

Glenda Kimsey, Bothell High School, Northshore School District

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Pat Linde, Lake Washington Vocational Technical Institute

Gary Oertli, Renton High School, Renton School District

Susan Orlowski, Edmonds Community College

Gloria Owens, Bellevue Community College

Maxine Paige, Lindbergh High School, Renton School District

Shirley Pence, Renton Vocational Technical Institute

Jan Rosenquist, Shoreline High School, Shoreline School District

Jean Rudolph, Bellevue Senior High, Bellevue School District

Peggy Stephenson, Shoreline High School, Shoreline School District

Joy Sutherland, Issaquah High School, Issaquah School District

Sally Taylor, Edmonds Community College

David Tenneson, Mt. Si High School, Snoqualmie Valley School District

SUMMARY OF THE ARTICULATION PROJECT

A curricular articulation project was developed and conducted as a coordinated effort among ten school districts, two vocational-technical institutes and three community colleges, comprising a regional area north and east of the city of Seattle. The purpose of the project was to test the feasibility of developing and conducting an articulation planning effort involving secondary schools, vocational-technical institutes and community colleges. A steering committee consisting of the vocational directors of each school district, VTI, and community college worked with the project director to develop and conduct the study.

A survey of vocational course effort and current enrollments was conducted to identify and compare, on a common basis, program profiles among the three types of institutions. Based on this information, three subject areas were identified for curricular exploration and development by instructors from each of the three institucional levels. These areas were child develpment; business and office-secretarial, clerical; and health professions-nursing, health office support.

Twenty-four instructors met in a series of workshops and developed career ladders, sample job titles, entry pay levels, and competency check-lists for each step on the identified career ladders. Information was then developed which would be suitable for inclusion in advising brochures identifying institutions offering training for the various steps on the career ladders.

BACKGROUND OF THE STUDY

During the 1974-75 school year, the Washington Council of Local Administrators identified a statewide need to provide for better communication and program articulation among the vocational education delivery systems in the State of Washington. A three-day Articulation Workshop was designed and held at Sun Mountain, to identify and prioritize strategies and tasks which would allow students a smooth transition when moving from one educational program to another. Recommendations of the conference for local level roles and responsibilities included:

1. Making a personal commitment to improve articulation.
2. Organizing local articulation committees and scheduling of regular meetings.
3. Developing a plan of work including objectives, timelines, individual responsibilities, and evaluation procedures.
4. Securing commitment from local superintendents and presidents.
5. Securing funding from local and state sources.
6. Establishing regional steering committees.

During two subsequent WCLA state-wide follow-up conferences on Articulation, held during 1975, several regions implemented the recommendations adopted at the Sun Mountain conference. Among those regions which developed and reviewed plans for articulation activities at these follow-up workshops, were the ten school districts, two voc-tech institutes and three community colleges comprising the NEVAC area.

NEVAC, or the Northeast Vocational Advisory Council consists of a group of secondary and post-secondary vocational administrators interested in sharing concerns and discussing common problems on a regional level. The original organization, formed in 1969, consisted of secondary vocational administrators from the ten school districts located north and east of Lake Washington. As a result of the articulation conferences, the membership of NEVAC was expanded to include the three community colleges in the region.

When NEVAC was first formed, under its first president, Richard Blonden, the group developed a study to assess effectiveness of vocational programs to aid in the formulation of recommendations for program improvements and extensions. The study, funded by local and state sources in 1970, was conducted by the Bureau of School Service and Research of the University of Washington. The study was published and distributed to all participating school districts and state agencies involved with secondary and "voc-tech" vocational education. The following year the study was updated to include the 1970 census data.

As a result of meeting in articulation workshops, the expanded NEVAC group agreed to implement a redesigned follow up of the earlier NEVAC study and to initiate a series of curriculum-based teacher workshops including representatives from the three levels of institutions within the region.

The current project built on the earlier NEVAC study, and incorporated the insights gained through the series of articulation workshops sponsored by the WCLA.

NEED FOR THE STUDY

The series of articulation workshops held in Washington State under auspices of the Washington Council of Local Administrators, identified curriculum articulation as a high priority need. Discussions indicated a need for systematic and comparable information regarding courses and programs which would be available to students as they progress through training programs which may require or result in either lateral transfer among institutions or programs, or vertical transfer from one level of institution to another. A need was also identified to develop methods whereby instructors and administrators representing the several institutions within a region could develop unified approaches to the problems of articulation.

Such efforts, if generated at the state level, were seen by the group as being less effective than those efforts which might develop from a "grass roots" approach which would rely on the expertise of practitioners in the schools within the area where the need is being addressed. It was, therefore, a basic assumption of this study that those practitioners most directly involved with programs; i.e., instructors and vocational directors, should assume the major roles in developing and implementing articulation strategies.

Workshop discussions identified the need for a common ground on which representatives of various institutions could meet to agree on the development of tasks and projects. Since all vocational programs have a common goal in serving the job needs of the region, it was felt that any approach to program and curriculum development projects should begin with agreement on the specification of job requirements. Building curricular materials on agreed-on job specs would result in more unified and comparable program sequences.

OBJECTIVES OF THE STUDY

Two types of objectives were identified as outcomes of this study, process oriented, and product oriented. WCLA Workshop activities had identified the need for a process or structure to assure that articulation activities could take place. Therefore, the design of this study utilized as subobjectives:

1. The use of the NEVAC membership as a steering committee in the design and implementation of the project.

2. The use of the NEVAC membership in the evaluation process of the project.

The process design of the study was based on a consensus mode of operation which specified the agreement on the tasks and objectives of the study, and a two-day feedback and evaluation session conducted by the NEVAC membership in conjunction with the project team.

The product outcomes of the study were identified as:

1. An initial survey of all vocational course offerings in all schools in the NEVAC region to identify a common system of comparing course effort, and the development of program profiles among the member schools

2. Identification of three vocational program areas for in-depth development of curricular materials.

3. The development and conduct of curriculum workshops for selected instructors in the identified program areas. Materials developed will identify job ladders and expectancies or competencies required for each step on the job ladders.

4. Development of descriptive materials showing schools where offerings are available, future job markets for the program areas, and other materials useful in the construction of counseling aids to guide students to an intelligent assessment of program offerings available to them within the area.

DESCRIPTION OF THE PROJECT

Enrollment Study

The data collection phase of the project required the vocational directors from each district to gather enrollment data on all vocational courses and programs in all institutions in the NEVAC area. In this process, the Bureau of School Service and Research of the University of Washington worked with local directors in developing formats and collecting enrollment data. While the complete study marerials are included in the appendix, it is felt worthwhile to provide a brief overview and some comment on the process of the study.

The course coding used is the one currently being employed by the State Superintendent of Instruction's office and consists of an adaptation of Vocational Education and Occupations, published jointly by the U. S. Department of Health, Education and Welfare and the U. S. Department of Labor. The major steps in the process consisted of first classifying all courses into program and subject areas; second, establishing the clock minutes of instruction per term, length of term, and total enrollment for all vocational courses taught in NEVAC schools; and third, converting enrollments to standard yearly enrollment units by program and subject matter categories in each member school. The results were then transferred to data cards, and computer programs were prepared for the analysis of the data.

The task, while simple in concept, proved somewhat complicated in the actual conduct, necessitating considerable time in meetings to resolve problems of conversion between institutions, and to solve data problems as they arose.

Workshops

A series of five half-day Saturday sessions were conducted with the 24 instructors identified in three discipline areas of Health, Child Development, and Business and Office. During the first workshop session the group used a series of discussion questions to explore and focus the specific objectives of the project and identify expections and concerns of the group. The discussion questions were:

1. To what extent are instructors in this subject area aware of programs offered at other levels?
2. Is there a career ladder (or set of career ladders) which relate jobs to educational levels in this vocational training area?
3. What are the most frequent differences in viewpoint as to program objectives in this vocational area?
4. Are there any particular barriers to advanced placement in this vocational training area?
5. Are there certain courses (or sequences of courses) which should be duplicated at the several institutional levels?

General concerns expressed by teachers as a result of the discussions were:

1. Instructors have a hazy knowledge of other program levels.
2. Instructors do not know contact people in other institutions in similar programs.
3. While instructors are generally knowledgeable of the existence of career ladders, such career ladders are not documented nor available to instructors, parents or students.

At the end of the first session, the group agreed to start with the development of career ladders in the identified areas, and to specify entry level salaries and job titles. As a second step, it was agreed that competency statements would be developed for each identified step on the career

Workshops (cont'd)

ladders. It was agreed that the following careers would be explored as potentials for study:

Business & Office

- Accountants
- Data Processing
- Distributive Education
- Real Estate
- Secretarial/Clerical

Child Development

- Child Care Services

Health Occupations

- Dental
- Laboratory Technician
- Medical Assistant
- Medical Secretary
- Nursing
- Nutrition/Dietary
- Occupation Therapy
- Respiratory Therapy
- X-Ray Technology

The groups met together, selected a chairman, developed materials, shared information, and debated issues around the task at hand. During this series of sessions, the three group facilitators met with the participants, and summarized and shared process with the other working groups.

As the groups began to develop sample job ladders, they recommended that the number of options to be developed be reduced to a manageable level. As a result of this recommendation, the final materials were limited to the secretarial and clerical options under Business and Office; the nursing and health support options under Health Occupations; and the Child Development area developed a unified set of job ladders. As the project developed, Doris Carnevali of the University of Washington staff was invited to join the Health Occupations group in a consultant capacity and Joyce Chetnik,

Workshops (cont'd)

of Shoreline Community College, was invited to join the Business and Office Occupations team.

As the teams began the development of materials, a format evolved which included:

1. The development of a career ladder including sample job titles and pay scales.
2. Development of objective statements of expectations and competency checklists for each step of the job ladder.
3. Identification of assessment techniques including sample test statements to assure student attainment of competencies.

A logical next step was to match each of the items listed above with course offerings in the various curricula of the participating schools. This would identify specific competencies involved in individual courses and would allow a "mapping" of core courses in program areas to identify the extent to which programs meet the expectancies of a step on a career ladder. The seminars did not provide adequate time to allow the teams to document materials at this level during the course of the project, even though considerable discussion took place among participants at this level.

As the materials on career ladders and competencies began to take form two counselors, Norma Krueger and Bob Couch, joined the groups and began to work out the format and contents of a brochure which would serve as a sample of the kind of information being developed by the groups which would be useful as advising information for students, parents and counselors. They met with each of the groups to become familiar with programs, materials, and to serve as consultants to the groups as they developed counseling-type information. They then met with Bud Russell, the Graphics instructor from Bellevue Community College and developed a sample layout for a brochure in the Nursing Program option.

Workshops (cont'd)

Since a majority of the workshop participants indicated that they would like to have university credit for the workshop activities, and additional step was added to the project. This additional task was the development of sample test items which would be suitable for use in determining if the competency levels had been satisfied. Samples of these test items are included in Appendix 3 of this report.

STUDY OUTCOMES

The major outcome of this study is the practical demonstration that institutions at three levels can cooperate in the sensitive areas of curriculum development and enrollment analysis to produce materials which serve local needs well, and are useable at the regional level. At both the instructional and administrator levels, agreement was reached on common goals and a shared working-through to the achievement of specific objectives. The processes used in the study represented a viable approach to the problems of articulation of programs within a regional area.

Useable information was developed and is presented in the appendices to the study in the form of enrollment statistics by program area, and curriculum materials in the form of career ladders, competency checklists and materials suitable for developing brochure information for students, parents, and counselors.

The sample brochure reproduced as Illustration A is suitable for folding and use as either a mailer or a handout, or as a basis for student discussion. Photo ready copies of this brochure have been shared with the NEVAC membership for their use if they so desire, and information from the other areas included in the study is available for those districts who may want to develop similar brochures for local use.

One of the most significant outcomes of the study is the agreement among the NEVAC membership to continue the curriculum workshops as a first priority for the upcoming academic year. Detailed plans and timelines have been developed to utilize the expertise of the instructors involved in the further development and continuation of these activities.

TRENDS AND DIRECTIONS

Nursing has moved into a position of dynamic leadership. The nurse of today works side by side with other health team members in planning and delivering patient care.

Trends that are evident:

- Admissions to Nursing Schools is very competitive. (Less that 20% of the applicants are admitted.)
- More men are entering Nursing.
- Specialization in highly technical areas, i.e.: Intensive Care, Operating Room, Psychiatric, Rehabilitation Nursing are some possibilities.
- Variety of opportunities include: Industrial, Pediatrics, Geriatrics, and Remote Foreign locations, etc.
- Nurse Practitioner - A New Role - Functions as a clinician giving medical care.
- Patient care is often the role of the LPN, Nurse-aide or Orderlie. Supervision and planning patient care are often the task of the R.N.
- Jobs are available in most geographic areas. There is a greater degree of competition for jobs in major cities.

NURSING CAREERS

Trends and Directions
Schools
Jobs & Career Ladder
Pre-Requisites

Information Resources

American Nursing Association

Washington State Nursing Association

King County Nursing Association

Directors of Nursing at Institutions

	PRE-REQUISITES						
	None	High School Diploma Preferred	GED Accepted	10th Grade Completed	High Scholastic Standing	Chemistry and Math	Baccalaureate and/or Master's Degree and Pre-requisites for these degrees
Ph. D							X
Master's Degree							X
Baccalaureate Degree		X			X	X	
Three Year Hospital Course		X			X	X	
Associate Degree		X	X		X	X	
Licensed Practical Nurse		X	X	X			
Nurse Aide - Orderly	X						

CAREER LADDER IN NURSING

PHD

SAMPLE JOB TITLES
RESEARCHER
EDUCATORS
ADMINISTRATORS

PROBABLE SALARY (ANNUAL)
$15,000 $35,000

MASTER'S DEGREE

SAMPLE JOB TITLES: CLINICAL SPECIALIST
EDUCATOR
ADM. NURSE

PROBABLE SALARY (ANNUAL)
$12,000 $28,000

BACCALAUREATE DEGREE

SAMPLE JOB TITLES: NURSE PRACTITIONER, HEAD NURSE
COMMUNITY HEALTH, INDUSTRY
GENERAL DUTY, PRIVATE DUTY
SCHOOL NURSE, NURSE ANNESTHESTIST

PROBABLE SALARY (ANNUAL): $10,000 $15,000

ASSOCIATE DEGREE

SAMPLE JOB TITLES: GENERAL DUTY
PRIVATE DUTY
OFFICE NURSE

PROBABLE SALARY (ANNUAL): $8,500 $11,000

L.P.N.

SAMPLE JOB TITLES: PRACTICAL NURSING
VOCATIONAL NURSE

PROBABLE SALARY (ANNUAL): $6,000 $8,000

NURSE AIDE – ORDERLIE

SAMPLE JOB TITLES: NURSE ASSISTANT
COTTAGE PARENT
PSYCHIATRIC AIDE

PROBABLE SALARY (ANNUAL): $5,000 $6,000

TRAINING OPPORTUNITIES

	Select High Schools	Bellevue C.C.	Everett C.C.	Green River C.C.	Highline C.C.	North Seattle C.C.	Seattle Central C.C.	Shoreline C.C.	Tacoma General Hospital	Deaconess Hospital (Spokane)	Pacific Lutheran	Seattle Pacific	Seattle University	University of Washington	Washington State University	Walla Walla
Ph. D											X	X				
Master's Degree											X	X				
Baccalaureate Degree										X	X	X	X	X	X	
Three Year Hospital Course								X	X							
Associate Degree		X	X	X	X	X	X									
Licensed Practical Nurse			X	X		X										
Nurse Aide - Orderly	X															

EVALUATION OF THE CURRICULUM WORKSHOPS

Each participant was asked to complete an evaluation form consisting of one structured, and four open-ended completion items dealing with the conduct of the workshops. Participants were asked to rate eight items on the basis of Excellent (6), Very Good (5), Good (4), Fair (3), Poor (2), and Very Poor (1). The eight items and their summary rankings are listed below and in Table I for each individual participant.

Item	Composite Score
Organization of the workshop	5.4
Amount you learned in the workshop	4.5
Explanations by the workshop leaders	4.8
Value of materials developed in workshop	5.1
Instructor use of examples and illustrations	4.9
Answers to students questions	4.8
Reasonableness of assigned workshop activities	4.8
Overall rating	4.9

The four open-end questions are listed below with summaries of responses from participants. Numbers indicate frequency of response of the 24 participants.

1. What particular part of the workshop did you find to be of the greatest professional value?
   - a. Sharing of ideas and materials related to programs, with others — 10
   - b. Development of career ladder materials — 7
   - c. Development of competency checklists — 5
   - d. Development of test materials — 1

2. What part of the workshop would you judge to be of little use in improving articulation in vocational programs?

a.	Not enough time to develop materials	4
b.	Needed more four year college participants	2
c.	Written assignments for credit	1
d.	Counselor involvement	1
e.	Hasn't all this been done before	1

3. What suggestions would you have for making the workshop a more useful means of improving articulation in vocational programs?

a.	More time for developing tests, etc.	3
b.	More chance to learn about courses elsewhere	3
c.	Don't interrupt our own work so much	3
d.	Include more community college people	2
e.	Needs to be updated & reviewed by others	2
f.	Don't spread out in school year-concentrate time	2
g.	People all in same geographical area	1
h.	Include more four year college people	1
i.	Copies of transparencies available	1

4. Based on your experience in this workshop, would you be interested in continuing some type of articulation work; and, if so, what activities would seem to be most useful?

a.	Yes, I would like to be involved	16
	(1) Further develop competency checklists	4
	(2) Develop transfer of credit agreements & advanced placement	3
	(3) Develop evaluation devices	2
	(4) Develop understanding of other institution's programs	1
	(5) Share curricular outlines	1
	(6) Develop standardized course titles	1
	(7) Explore community related activities	1
	(8) Integrate materials into institution's curricula	1
	(9) Share materials with four year schools	1

TABLE I

SUMMARY OF WORKSHOP EVALUATION

E =6
VG=5
G =4
F =3
P =2
VP=1

Participants	Organization	Amount Learned	Expl. by Leaders	Value of Mat. Dev.	Inst. Use of Examples	Answers to Stud. Quest.	Reasonableness of Assn.	Overall Rating
1	4	5	5	6	5	6	5	5
2	6	5	5	5	5	5	4	5
3	6	5	5	4	4	5	5	5
4	6	5	5	6	5	5	5	5
5	6	5	5	6	6	4	4	5
6	4	5	5	6	5	5	6	6
7	6	4	5	6	4	4	5	5
8	5	3	5	4	5	5	3	4
9	5	5	6	4	5	4	5	5
10	6	-	5	5	5	5	4	5
11	5	4	4	5	4	6	4	5
12	6	4	4	3	4	3	4	4
13	6	5	5	6	6	5	5	5
14	6	4	5	5	5	5	4	4
15	6	5	5	5	6	6	5	5
16	5	5	4	5	4	4	5	5
17	4	5	4	4	5	4	6	5
18	4	4	5	5	5	6	6	5
19	5	4	5	6	4	4	4	5
20	6	4	4	6	5	4	6	5
XXX	107	86	96	102	98	95	95	98
XXX	20	19	20	20	20	20	20	20
XXX	5.35	4.53	4.8	5.1	4.9	4.75	4.75	4.9
XXX	VG+	VG-	VG-	VG+	VG-	VG-	VG-	VG-

TOTAL
NUMBER
AVERAGE
CODE

Of particular interest were those comments of participants which indicated value judgments of the workshops. Some verbatim comments are listed below:

"The articulation technique has been started between high school, voc-tech and community college instructors."

". . . it would be helpful to develop specific tools to give advanced placement or credit by evaluation to high school students. . ."

"The development of the career ladders with related salary and competency information will prove to be a valuable teaching, as well as counseling tool."

"Developing the career ladder required contact with local businesses providing current information regarding job requirements and salaries."

"The interaction between the representatives of the different institutions and levels of learning were more profitable to me than the actual creation of the career ladders. I think we gained from the combined experience of the group."

"I hope our career ladders would be made available to all teachers within the field. If there was more consistency in our performance goals, it would be easier for the student to select the best educational facility to meet his employment goals."

"The making of the tests was most helpful to me. My testing procedure will be improved."

"Development of career ladder--always meant to, but through the workshop I felt forced to do it and have already used it in classes."

". . . our work in our individual groups allowed us to become more knowledgeable about the expectations and functions of educational facilities in the Puget Sound area."

The workshop participants valued most highly the interaction with colleagues which was afforded through the workshop sessions. Comments of participants indicated that they gained in professional outlook through the chance of sharing with colleagues at different educational levels. It was also a shared perspective of participants that the materials which they developed during the workshop sessions would be useable in their program.

The materials developed in the enrollment study were evaluated in a two-day session which included the total NEVAC membership. Since the group had been intimately involved in developing the basic data, this session took the form of a review of the table and summary data included in Appendix 2. Comments of the group pointed out the fact that the information gathered in this study provided a checkpoint against the earlier NEVAC study which would allow trend information to be shown. Comments of the group supported the need for a periodic review and update of the study for local and regional planning purposes.

The outputs of the curriculum workshops, and the brochure materials were reviewed in detail by the NEVAC membership, and a detailed proposal for extending and continuing the workshops was developed by a planning team of the group.

FUTURE DIRECTIONS

Enrollment Analysis

The procedures used in the NEVAC enrollment project this year attempt to provide equitable weighting to programs at the three institutional levels. The following are important to any consideration of using this system as part of the statewide enrollment accounting process:

1. The enrollment information obtained through use of the system must be evaluated with respect to its utility, both at the state and local levels. Particular attention should be given to the possible need for providing differential weight to the three institutional levels and to various instructional modes (e.g., lecture, laboratory, clinical) at the three levels. The system with or without these differential weights has merit and would provide a better basis for analysis of statewide enrollments than that which presently exists.

2. The input forms should be revised in a manner which eliminates certain confusion. Perhaps a system requiring the input of course, student enrollment (secondary and post-secondary), and instructional hours per year would be preferable to the form used in this study.

3. The coding system needs some further refinement. The numbering system itself appears to be satisfactory. The major problem is that many courses are not easily coded to the "Vocational Teaching Assignment Codes" as published by the SPI Office. A more detailed

Enrollment Analysis (cont'd)

description of courses included with each six-digit code would be helpful and some code numbers must be added in order to accommodate course offerings at the community college level.

4. If all institutional types (common schools, vocational-technical institutes, and community colleges) prefer not to utilize the same basic course coding system, there should at least be an effort to develop a mapping across the different coding systems. Without such a mapping from one coding system to another, the task of comparing vocational enrollments is extremely complex.

5. The time involved in the data preparation (i.e., filling out forms, keypunching, and cleaning up files) is extremely great and may prohibit use of the system on a larger scale. It is estimated that the annual cost of data analysis associated with the enrollment survey procedure within the NEVAC group alone is $2,500 to $3,500.

Curriculum Workshops

Recommendations for continuing and expanding the workshops included the following suggestions:

1. Expand and validate competencies and career ladders through increased involvement of professionals in the field. Validation of career ladder materials was handled outside the workshop sessions. This activity should become more thorough and formalized.

2. Construct competency test procedures for advanced placement. Post-secondary institutions should develop advanced placement or challenge procedures based on competency checklists. This could

Curriculum Workshops (cont'd)

be a specific target for the post-secondary schools in the NEVAC area.

3. An intensive training session for workshop participants in how to write and validate career ladders, competency checklists and test items, should precede the sessions dealing with team development of materials.

4. Those instructors who participated in the first workshop should work with local directors in their school district or institution to validate and further develop workshop materials for internal use with instructors and programs.

5. Workshops should be scheduled for those who participated in this series to develop materials which match current course activities with competency checklists for each step of the career ladders. This "mapping" of programs and courses could then be utilized for program development activites at the institutional level as well as a basis for sharing of materials between programs and institutions.

6. A more intensive series of workshops should be offered, building on skills of participants. Outcomes would focus on a review of courses and programs against career ladder checklists.

APPENDIX 1

Career Ladders and Program Materials

CAREER LADDER IN SECRETARIAL/OFFICE

Executive Secretary

Sample Job Titles: Secretary 4, Correspondence Secretary, Executive Assistant, Senior Secretary
Probable Salary (annual): $9,000 - $12,000

Secretary

Sample Job Titles: Secretary 3, Secretary 4, Secretary Middle Management, Junior Secretary
Probable Salary (annual): $6,000 - $10,800

Stenographer

Sample Job Titles: Typist-Steno, Secretary 1
Probable Salary (annual): $6,600 - $9,600

Power Typist

Sample Job Titles: Magnetic Keyboard Operator, Word Processing Specialist
Probable Salary (annual): $6,000 - $8,400

Clerk Typist

Sample Job Titles: Typist, Office Assistant, Clerical Assistant
Probable Salary (annual): $5,400 - $7,200

Receptionist

Sample Job Titles: Switchboard Operator
Probable Salary (annual): $5,540 - $8,400

File Clerk

Sample Job Titles: Record Clerk, General Clerk
Probable Salary (annual): $5,520 - $7,320

File Clerk

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- All types of private business, medical institutions, industry, schools, and governmental agencies

Competencies and/or Expectations --

The applicant will:

1. demonstrate manual speed and dexterity in filing;
2. be able to use alphabetical, geographical, subject, numeric, and color filing systems;
3. be able to keep work organized while coping with interruptions;
4. be able to accurately retrieve information;
5. be able to learn the technical vocabulary of the business;
6. have the ability to use catalogs and manuals for reference purposes;
7. be able to demonstrate a working knowledge of a wide variety of forms used in business;
8. have a good memory;
9. have good physical stamina;
10. exercise care in handling papers so as not to deface them when stamping, noting, or fastening;
11. be able to carry out oral and written instructions;
12. be able to use basic math skills;
13. demonstrate the ability to be discreet in handling confidential information.

Receptionist

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- All types of private business, medical institutions, industry, schools, and governmental agencies

Competencies and/or Expectations --

The applicant will:

1. demonstrate the ability to receive and give information pertaining to the company or product;
2. be able to use proper telephone technique;
3. be able to write accurate messages;
4. be able to schedule appointments;
5. be able to provide a list of calls and visitors;
6. be able to refer to directories, files, and other reference manuals;
7. be able to receive visitors in a business-like manner;
8. be able to refer inquiries to others;
9. demonstrate an ability to cooperate with others in a common effort;
10. have a pleasing personality and appearance;
11. be able to sort and distribute mail;
12. be able to type at least 40 net words per minute;
13. be able to practice good human relations;
14. demonstrate the ability to be discreet in handling confidential information

Clerk Typist

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- All types of private business, medical institutions, industry, schools, and governmental agencies

Competencies and/or Expectations --

The applicant must have the competencies enumerated for the file clerk and receptionist, with changes and additions as listed below.

The applicant will:

1. be able to perform routine office procedures;
2. be able to demonstrate the ability to use good language arts skills, including spelling, punctuation and grammar;
3. be able to demonstrate good proofreading skills;
4. be able to type at least 50 net words per minute;
5. be able to type letters, memoranda, reports and tabulations with carbon copies from rough draft and/or edited manuscripts;
6. be able to type cards and envelopes;
7. be able to operate office machines such as the 10-key adding machine, electronic calculator, and copying machines;
8. be able to keep records and make simple reports.

Power Typist

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- Offices of large industry, some governmental agencies, some colleges and universities, large insurance firms, law firms

Competencies and/or Expectations --

The applicant will:

1. be able to type at least 70 net words per minute;
2. be able to type all styles of letters, memos, tabulations and manuscripts in proper form with usable carbon copies;
3. have had training on automatic magnetic typewriters;
4. be able to type for long periods of time;
5. be able to use good language arts skills, including spelling, punctuation and grammar;
6. be able to demonstrate good proofreading skills;
7. be able to operate transcribing machines;
8. be able to work under pressure;
9. be able to demonstrate a knowledge of basic word processing concepts;
10. demonstrate the ability to be discreet in handling confidential information.

Stenographer

Schools Offering Training -- See pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- Offices of large business and industry, governmental agencies

Competencies and/or Expectations --

The applicant will:

1. be able to take shorthand-dictation at least 80 words per minute and transcribe the shorthand notes into mailable form;
2. be able to type at least 55 net words per minute;
3. be able to type all styles of letters, memos, tabulations and reports in proper form with usable carbon copies;
4. be able to use good language arts skills, including spelling, punctuation and grammar;
5. be able to demonstrate good proofreading skills;
6. be able to use reference books, such as an office style manual, zip code directory, telephone directory;
7. be discreet in handling confidential information.

Secretary

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma recommended

Sample Employers -- All types of private business, medical institutions, industry, schools, and governmental agencies

Competencies and/or Expectations --

The applicant must have the competencies enumerated for the file clerk, receptions, clerk typist and stenographer, with changes and additions as listed below.

The applicant will:

1. be able to transcribe from dictating machines;
2. be able to relieve a supervisor of minor administrative duties;
3. be able to compose and type routine business correspondence;
4. be able to supervise file clerks, receptionists, clerk typists and stenographers;
5. be able to make travel arrangements and put together an itinerary;
6. be able to demonstrate recordkeeping skills, including payroll records;
7. be able to complete office inventories and order supplies;
8. be able to research, collect and tabulate data as needed by the employer;
9. be able to type at least 60 net words per minute.

Executive Secretary

Schools Offering Training -- See Pages 12 and 13

Degrees/Certificates Required -- High School Diploma mandatory, Associate Degree recommended

Sample Employers -- All types of private business, medical institutions, industry, schools, and government agencies

Competencies and/or Expectations --

The applicant must have the competencies enumerated for the file clerk, receptionist, clerk typist, stenographer, and secretary, with changes and addtions as listed below.

The applicant will:

1. Generally be expected to have had some experince as a stenographer in order to obtain a job at this level.

2. be able to type at least 70 net words per minute;

3. be able to take shorthand-dictation at least 100 words per minute and transcribe the shorthand notes into mailable form;

4. be able to compose and type correspondence as requested by the executive;

5. be able to prioritize work effectively;

6. be able to maintain financial records, correspondence files and resource material relative to the executive's interest;

7. be able to demonstrate a knowledge of the overall operation of the company and the responsibilities of the executive;

8. be able to serve as an administrative assistant to the executive and aid the executive where possible, including carrying out the routine functions of the office in the absence of the executive.

PUGET SOUND AREA SCHOOLS WHERE COURSES ARE OFFERED

File Clerk, Receptionist, Clerk Typist

All Public High Schools in the Greater Seattle area.

Auerswald Business University, Seattle
Bellevue Community College
Business and Medical Training Center
Clover Park Vocational Tech.
CTC Education Systems, Inc., Seattle
Edmonds Community College
Everett Community College
Green River Community College
Griffin Business College, Inc., Seattle
Highline Community College
ITT Peterson School of Business
Lake Washington Career Center
Metropolitan Business College, Seattle
North Seattle Community College
Professional Secretary Institute, Everett
Renton Vocational Technical Institute
Seattle Central Community College
Shoreline Community College
South Seattle Community College

Power Typist

Cascade High School
Everett High School
Mercer Island High School
Shoreline School District

Bellevue Community College, Business Division
Edmonds Community College
Highline Community College
North Seattle Community College
Renton Vocational Tech.
Seattle Central Community College
South Seattle Community College

Stenographer, Secretary, Executive Secretary

All Public High Schools in the Greater Seattle area.

Auerswald Business University, Seattle
Bellevue Community College
Business and Medical Training Center
Clover Park Vocational Tech.
CTC Education Systems, Inc., Seattle
Edmonds Community College
Everett Community College
Green River Community College
Griffin Business College, Inc., Seattle
Highline Community College
ITT Peterson School of Business
Lake Washington Career Center
Metropolitan Business College, Seattle
North Seattle Community College
Professional Secretary Institute, Everett
Renton Vocational Technical Institute
Seattle Central Community College
Shoreline Community College
South Seattle Community College
University of Washington

RESOURCES

Professional Associations

National Secretaries Association
2440 Pershing Road
Crown Center
Kansas City, MO 64108

Administrative Management Society
Willow Grove, PA 19090

International Word Processing Association
Maryland Road
Willow Grove, PA 19090

National Federation of Business
& Professional Women
2012 Massachusetts Avenue N. W.
Washington, D. C. 20036

National Business Education Association
1906 Association Drive
Reston, VA 22091

National Association of Legal
Secretaries
3005 East Skelly Drive-Suite 120
Tulsa, OK 74105

American Records Management Assoc.
24 North Wabash Avenue
Suite 823
Chicago, IL 60602

American Medical Records Assoc.
John Hancock Center-Suite 1850
875 North Michigan Avenue
Chicago, IL 60611

National Association of Educational
Secretaries
1201 - 16th Street N. W.
Washington, D. C. 20036

National Association of Bank-Women
333 North Michigan Avenue
Chicago, IL 60601

Other

Other contacts may be made by contacting the Public Relations Departments of any major business in the area.

BROCHURE

The secretarial occupations are one of the fastest growing in the state of Washington. Presently, according to the employment services, current employment in the state in office related occupations is 251,462. Projected expansion and replacement needs for 1980 is 19,643.

Occupations in the secretarial area require good office and public relations skills. Emphasis will be placed on more knowledge of computerization, better communication skills, and management-related courses.

Students planning to reach to the top of the secretarial career ladder should concentrate on the following subject matter:

Office skills; including Typing, Shorthand, Machine Transcription, Business Machines, Business Math, English, Psychology, Accounting, Business Administration, Management, and Data Processing.

BROCHURE

COURSES TO HELP YOU PREPARE

FOR ENTRY INTO A COMMUNITY COLLEGE OR

VOCATIONAL SCHOOL PROGRAM

Although all vocational schools and community college have beginning courses in all secretarial courses, you can get ahead of the game if you take the following courses in high school. You would then be placed in a more advance class.

Typing - 2 yrs.	Bookkeeping/Accounting
Business Math	General Business
Business English	Shorthand
Office Practice	Business Machines

Appendix 1

CAREER LADDER IN CHILD DEVELOPMENT*

Agency Representative

Sample Job Titles: Child Development Specialist, Program Director
Probable Salary (annual): $10,000 - $25,000

Day Care Director/ Teacher/Preschool Director

Sample Job Titles: Day Care Director-none/Teacher-Classroom Teacher, Head Start Teacher, Family Life Teacher/Preschool Director-none
Probable Salary (annual): $9,000 - $18,000

Instructional Assistant/ Preschool Teacher

Sample Job Titles: Instructional Assistant-Special Education Assistant/Preschool Teacher-Child Care Leader, Child Day Care Teacher
Probable Salary (hourly): $3.00 - $9.00

Teacher Aide/Child Care Attendant

Sample Job Titles: Teacher Aide-none/Child Care Attendant-Child Care Worker, Program Supervisor, Mini-Day Care Director
Probable Salary (hourly): $2.50 - $4.00

Small Group Leader

Sample Job Titles: Home Day Care Provider, Day Care Worker, Playroom or Nursery School Leader, Recreation Assistant
Probable Salary (hourly): $1.00 - $2.50

Babysitter

Sample Job Titles: none
Probable Salary (hourly): $0.50 - $1.00

*Salaries for the first few levels are stated on an hourly basis due to the part-time nature of the positions.

Babysitter

Schools Offering Training -- No formal training is even required; however, students may take helpful courses in almost any secondary school or postsecondary training institution.

Degrees/Certificates Required -- None

Sample Employers -- Private households

Competencies and/or Expectations ---

The applicant will:

1. be capable of maintaining a safe environment for children.
2. be effective in handling emergency situations (e.g., handling minor first aid problems and knowing persons to call in event of emergency).
3. be competent in following instructions given by the employer.
4. demonstrate dependable behavior in a supervising situation and will be punctual and reliable in meeting obligations.
5. enjoy working with young children.

Small Group Leader

Schools Offering Training — No formal training is actually required; however, students should be encouraged to take helpful courses offered in almost any high school or postsecondary training institution.

Degrees/Certificates Required -- None

Sample Employers -- Day Care Centers, Private Nursery Schools, Parks and Recreation Departments

Competencies and/or Expectations ---

The applicant will:

1. meet minimum state licensing requirements (e.g., be at least 16 years of age, be free from any child abuse convictions, and pass a TB screening test).

2. exhibit a warm and caring attitude toward children, their parents, and co-workers.

3. demonstrate an understanding of good health and safety practices.

4. be able to implement stimulating programs for children while under the supervision of experienced child care workers.

5. demonstrate punctuality and dependability in completing the training program.

6. be capable of placing necessary limits on the activities of children while maintaining a positive manner.

7. be willing and able to assist with clerical duties associated with child care.

Teacher Aide/Child Care Attendant

Schools Offering Training -- Bellevue Community College, Edmonds Community College, Everett Community College, Highline Community College

Degrees/Certificates Required -- None (a minimum of 45 quarter credit hours in the child development area is strongly suggested for those interested in obtaining positions at this level)

Sample Employers -- School Districts, Mini-Day Care Centers, Home Day Care Centers, Private Nursery Schools

Competencies and/or Expectations ---

The applicant will:

1. meet the minimum state licensing requirements for the previous position on the career ladder and must also be at least 18 years of age if charged with full responsibility for a group of children. In addition, the home day care center must itself be approved by the licensing authority.

2. be able to plan and carry out learning activities consistent with a child's diagnosed learning needs.

3. be capable of organizing and supervising small group learning experiences in science, music, language and creative arts.

4. be capable of assisting in the planning, preparation and serving of food which is nutritious and appetizing for nursery school children.

5. be competent in performing the clerical duties normally associated with child care. These include the ability to type at least 50 words per minute, to run a duplicating machine, and to use a standard filing system.

6. be able to organize and sustain positive functioning of children and adults in a group learning environment.

7. be knowledgeable about medical resources in the community and will be competent in administering emergency first aid.

8. demonstrate the ability to identify and remedy physical and intellectual difficulties which children encounter in the day care or nursery school setting.

Instructional Assistant/Preschool Teacher

Schools Offering Training -- Bellevue Community College, Edmonds Community College, Everett Community College, North Seattle Community College, Seattle Central Community College

Degrees/Certificates Required -- None (a minimum of 90 quarter credit hours in early childhood education is a reasonable expectation for those interested in obtaining positions at this level)

Sample Employers -- School Districts, Private Nursery Schools, Day Care Centers

Competencies and/or Expectations ---

The applicant will:

1. meet the minimum state licensing requirements for the teacher aide/child care attendant level of the career ladder and demonstrate proficiency in all competencies associated with that level of the ladder.

2. be capable of planning and implementing curricular programs without supervision.

3. be skilled in evaluating others as they work with children.

4. be skilled in planning and carrying out programs and activities for and with parents. These activities should clearly lead to greater parental understanding of the child's education.

5. be capable of administering simple first aid, giving medications according to doctors' orders and monitoring symptoms or common childhood ailments. In addition, the applicant is skilled in documenting symptoms for systematic reporting to a health professional.

Day Care Director/Teacher/Preschool Director

Schools Offering Training -- Central Washington State College, Eastern Washington State College, Fort Wright College, Gonzaga University, Pacific Lutheran University, St. Martin's College, Seattle Pacific College, Seattle University, University of Puget Sound, University of Washington, Walla Walla College, Washington State University, Western Washington State College, Whitworth College

Degrees/Certificates Required -- None (while no certificate is currently required, it is expected that persons seeking these positions will have completed a 4-year college program with extensive work in the child development field)

Sample Employers -- Day Care Centers, School Districts, Private Schools and Academies

Competencies and/or Expectations ---

The applicant will:

1. meet the minimum licensing requirements for the teacher aide/child care attendant level of the career ladder and demonstrate proficiency in competencies associated with all previous steps in the ladder.

2. maintain high standards of physical safety for children and adults and will be capable of instructing others in identification of symptoms of illness, injury or potential safety hazards.

3. be able to interpret licensing standards to administrative superiors.

4. be proficient at completing student records and is familiar with several alternative formats for record keeping.

5. be able to plan and direct informational meetings with parents.

6. be able to produce sample media and documents used to advertise an educational program.

7. be able to organize, assist and instruct staff for the purpose of improving their work with children.

8. be familiar with the organization, functions and operation of vocational advisory committees.

9. be skilled in designing educational programs directed to specific educational needs of children and will be able to present these programs in a clear and concise manner to both staff and client groups.

Institutions Offering Training in Child Development

1. Babysitter --

   No specific programs exist for training babysitters; however, students may take helpful courses in almost any secondary school or postsecondary training institution.

2. Small Group Leader --

   No specific programs exist for training small group leaders; however, students will find helpful courses offered in almost any senior high school or postsecondary training institution.

3. Teacher Aide/Child Care Attendant --

   Bellevue Community College
   Edmonds Community College
   Everett Community College
   Highline Community College

4. Instructional Assistant/Preschool Teacher --

   Bellevue Community College
   Edmonds Community College
   Everett Community College
   North Seattle Community College
   Seattle Central Community College

5. Day Care Director/Teacher/Preschool Director --

   Central Washington State College
   Eastern Washington State College
   Fort Wright College
   Gonzaga University
   Pacific Lutheran University
   St. Martin's College
   Seattle Pacific College
   Seattle University
   University of Puget Sound
   University of Washington
   Walla Walla College
   Washington State University
   Western Washington State College
   Whitworth College

6. Agency Representative --

   University of Washington
   Washington State University

Professional Organizations in Child Development Field

Association for Childhood Education International
National Association for the Education of Young Children

Agency Representative

Schools Offering Training -- University of Washington, Washington State University

Degrees/Certificates Required -- None (while no certificate is currently required, it is expected that persons seeking this level in the future will have completed at least a master's degree with an emphasis in administration and child development)

Sample Employers -- Community Colleges, Universities, State Agencies for Social and Health Services

Competencies and/or Expectations ---

The applicant will:

1. demonstrate familiarity with the child development field and related certification and licensing procedures.
2. will relate well with others and articulate ideas effectively.
3. be capable of organizing and directing workshops for the training of persons currently working in the field and for the exchange of ideas among practicing professionals.
4. be skilled in leading and organizing others on the job and in committee work.
5. be capable of evaluating and revising existing educational programs in the child development field and in communicating such information to staff and client groups.
6. be skilled in writing and evaluating grants and curriculum proposals.
7. be skilled in counseling and recruiting students into child development training programs.
8. apply learning theories when developing and revising educational programs in the child development area.
9. demonstrate an understanding of planning and budgeting procedures used in educational institutions and will be competent in relating programs to probable costs in the child development field.

CAREER LADDER IN HEALTH OFFICE SUPPORT SERVICES

Registered Records Administrator

Sample Job Titles:
Medical Records Consultant
Probable Salary (annual):
$11,000 - $30,000

Medical Records Technician

Sample Job Titles:
Hospital Records Specialist
Clinic Records Specialist
Probable Salary (annual):
$7,000 - $10,000

Medical Secretary/ Assistant

Sample Job Titles:
Medical Office Assistant
(administrative and/or clinical)
Probable Salary (annual):
$6,000 - $9,000

Medical Transcriptionist

Sample Job Titles:
Medical Stenographer
Probable Salary (annual):
$7,000 - $9,500

Medical Unit Secretary/ Medical Records Clerk

Sample Job Titles:
Medical Unit Secretary-Hospital Unit Assistant,
Ward Secretary (clerk), Appointment Clerk,
Medical Receptionist/Medical Records Clerk-
Medical Records Secretary, Unit Clerk
Probable Salary (annual):
$4,000 - $9,000

Medical Unit Secretary/Medical Records Clerk

Schools Offering Training -- Seattle Central Community College
Lake Washington Vocational-Technical Institute
Renton Vocational-Technical Institute

Degrees/Certificates Required -- Not required at this time. Basic core curriculum of allied health programs is needed. Can be two quarters or more.

Sample Employers -- Hospitals employ unit secretaries on many wards and in assorted departments; x-ray, physical therapy, EEG, admitting office, etc.

Competencies and/or Expectations --

The applicant will:

1. understand and be able to recognize, use and spell medical terms and abbreviations.

2. recognize the importance and be able to facilitate the maintenance of good communication between hospital personnel, patients, relatives and visitors.

3. be familiar with and have the necessary skills and knowledge to complete and process forms and records maintained on the unit.

4. recognize and demonstrate through clinical experience an understanding of the legal and ethical responsibilities and limitations of the job.

5. be familiar with hospital regulations and procedures and be able to assist patients and visitors who have questions about them.

Medical Transcriptionist

Schools Offering Training -- Highline Community College
Lake Washington Vocational-Technical Institute
Renton Vocational-Technical Institute

Degrees/Certificates Required-- No certification required at this time. Needs medical terminology and business skills.

Sample Employers -- Hospitals, Clinics, Government Health Offices, Insurance Companies, Legal Offices where medical terminology is useful.

Competencies and/or Expectations --

The applicant will:

1. demonstrate an extensive knowledge of medical terminology.
2. have the necessary technical and grammatical skills to transcribe medical dictation quickly and accurately.
3. be familiar with and be able to complete forms commonly used in the medical record.
4. be able to use reference materials.
5. understand the importance and recognize the possible legal implications of the medical record.

Medical Secretary/Assistant

Schools Offering Training -- Edmonds Community College, Highline Community College, Shoreline Community College, North Seattle Community College, Lake Washington Vocational-Technical Institute, Renton Vocational-Technical Institute

Degrees/Certificates Required -- A.M.A. collaborates with the American Association of Medical Assistants to administer the basic certification exam. Two years at the community college required.

Sample Employers -- Physicians' Offices

Competencies and/or expectations --

The applicant will:

1. be able to assist the physician in performing routine clinical procedures.
2. know and be able to explain to a patient the correct methods for collecting laboratory specimens.
3. be able to do laboratory analysis commonly performed in a medical office or clinic.
4. understand the uniqueness of a medical office and be able to apply and modify basic secretarial skills to the situation.
5. be familiar with and be able to process common medical insurance forms.
6. be able to perform routine accounting procedures.
7. be able to use and understand common medical terminology.
8. demonstrate an awareness of the legal limitations and ethical responsibilities of the position.

Medical Records Technician

Schools Offering Training -- Central Washington State College
Shoreline Community College

Degrees/Certificates Required -- Must pass the national registration examination given by the A.M.A. after completion of a two-year course. Associate of Applied Arts and Science degree

Sample Employers: Hospitals, Nursing Home Consultant, Clinic with large group practice

Competencies and/or expectations --

The applicant will:

1. Demonstrate an adequate knowledge of medical terminology to perform the duties of the Medical Records Clerk.
2. Demonstrate knowledge of the components of the medical records and how they are assembled.
3. Understand the legal issues involving the medical record.
4. Be able to use a medical record filing system.
5. Be able to determine if a medical record is complete and know the procedure to follow if it is not.
6. Have sufficient knowledge and skills to collect and compile data from the medical record for statistical reports.
7. Be able to record and code medical procedures and diagnoses.

Registered Records Administrator

Schools Offering Training -- Seattle University

Degrees/Certificates Required -- Bachelor's degree from an approved program. (Major in Medical Records Administration.)
or
Post graduate program for students with degrees in other fields.

Must pass the national registration exam given by the American Medical Records Association.

Sample Employers -- Community Health Agencies, Government Health Agencies, Medical Schools and Colleges, Hospitals, Clinics.

Competencies and/or Expectations --

The applicant will:

1. Have the ability to direct and manage the medical records department.
2. Have training in all technical areas of the processing of health records.
3. Possess the managerial skills necessary to coordinate information flow within the health care delivery system.
4. Be able to identify trends by interpreting data collected from the health record.
5. Have the ability to design information systems to collect, classify, and retrieve data.

SCHOOLS IN AREA WHERE COURSES ARE OFFERED:

1. Registered Records Administrator
   (Medical Records Consultant - Health Information Consultant)
   Seattle University

2. Associate Records Technician
   Central Washington State College
   Shoreline Community College

3. Medical Assistant/Medical Secretary
   Edmonds Community College
   Highline Community College
   Shoreline Community College
   North Seattle Community College
   Lake Washington Vocational-Technical Institute
   Renton Vocational-Technical Institute

4. Medical Transcriptionist
   Highline Community College
   Lake Washington Vocational-Technical Institute
   Renton Vocational-Technical Institute

5. Medical Unit Secretary - Medical Records Clerk
   Seattle Central Community College
   Lake Washington Vocational-Technical Institute
   Renton Vocational-Technical Institute

Professional Organizations:

American Association of Medical Records Technicians

BROCHURE

Trends and Directions:

The expanding role of government in the health care field (as reflected in Medicare, Medicaid, and Maternal-Child Health) has created a burgeoning need for health support services.

Such services as data collecting, data disseminating, computerizing health information, cataloging this information, and supplying material for research require skilled technical training.

This is a young, rapidly gooming field and there is increasing diversity in the scope of careers now in demand at every level.

Prerequisites:

High school diploma or equivalent
Minimal typing proficiency
Ability to meet the entrance requirements of the designated institution.

Studies which Health Support Services Encompass:

Proficiency in clerical skills
Facility with English language and grammar
Medical terminology
Medical/legal implications

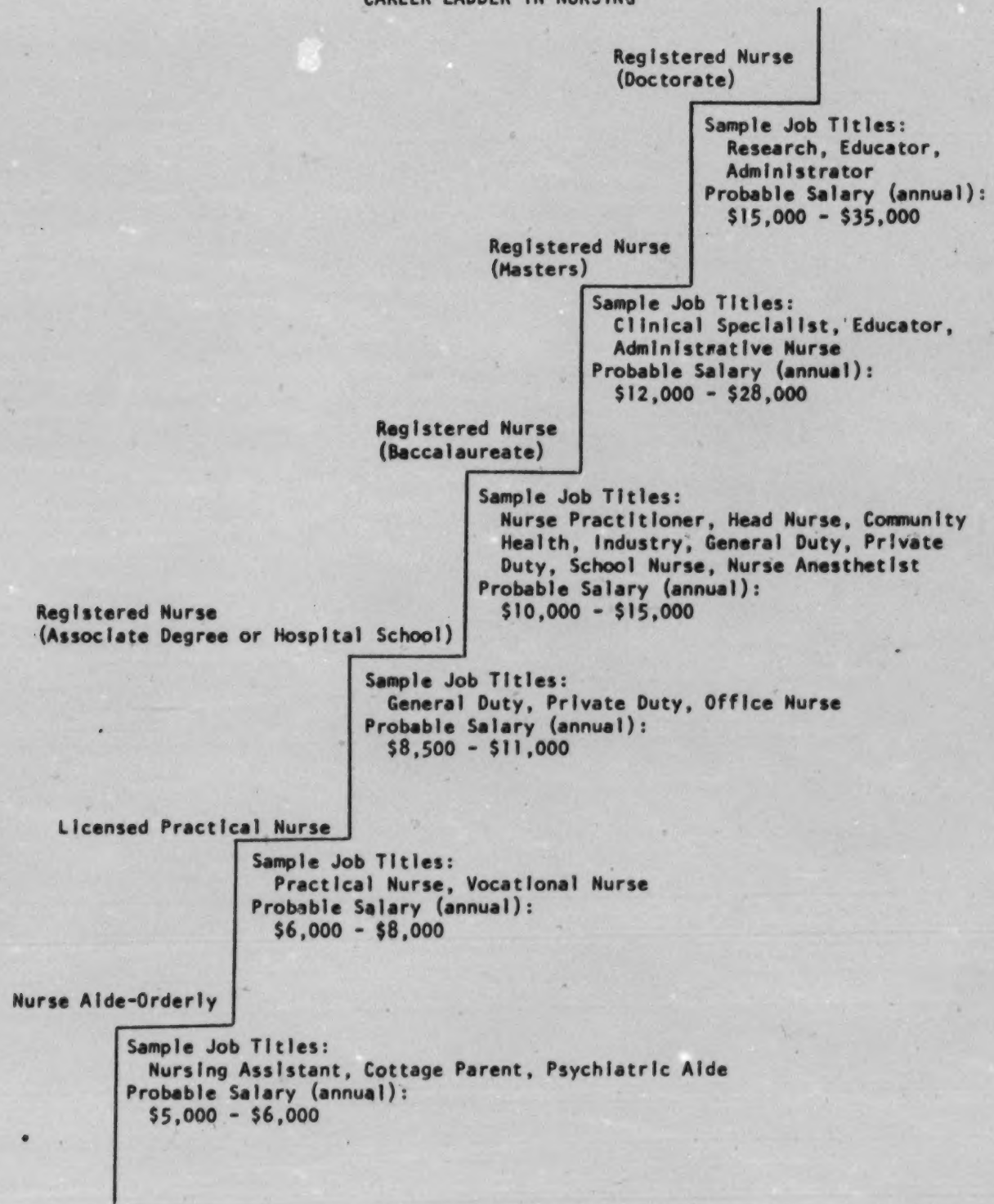
Anatomy and physiology
Biology

Data collection skills
Data dissemination skills

Medical Assistant -- in addition to the above, the Medical Assistant will require clinical and medical office skills.

Vital signs
Dressings
Sterilization equipment
First aid
Lab tests

CAREER LADDER IN NURSING



NURSING

	Nurse Aide-Orderly	Licensed Practical Nurse	Registered Nurse (Associate Degree or Hospital School)	Registered Nurse (Baccalaureate)	Registered Nurse (Masters)	Registered Nurse (Doctorate)
Schools Offering Training --	Selected High Schools	Everett, Green River, and North Seattle Community College	Bellevue, Everett, Green River, Highline, North Seattle, Seattle Central, and Shoreline Community College. Tacoma General Hosp. Deaconess Hospital (Spokane)	Pacific Lutheran, Seattle Pacific, Seattle University, Univ. of Washington, Washington State Univ., Walla Walla College	Seattle Pacific Seattle University Univ. of Washington	Seattle Pacific Seattle University Univ. of Washington
Degrees/Certificates/ Training Required --	On-the-job training, Nurse Aide courses at high school, vocational-technical school, or community college.	Graduation from LPN program at vocational-technical school or community college. Passes exam for state licensure (mandatory). Current license to practice in state where employed.	Graduation from an accredited community college nursing program or accredited hospital program. Passes RN exam for state licensure. Current license to practice in state where employed.	Graduation from an accredited 4-year college nursing program with upper division nursing major. Passes RN exam for state licensure. Current license to practice in state where employed.	Graduation from an accredited Master's degree program with professional degree (MN) or academic degree (MA,MS). Passes RN exam for state licensure. Current license to practice in state where employed.	Graduation from doctoral program in Nursing (DN Sc., PhD N) or in other disciplines with minor in nursing, e.g., Physiology, Microbiology, Anthropology, Sociology, History, Education, Psychology, Adult Education. Passes RN exam for state licensure. Current license to practice in state where employed.
Sample Employers --	Convalescent care facilities, group living situations, hospitals for mental illness, gen. hospitals.	Convalescent care, industry, general hospitals, group medical clinics.	General hospitals, private duty homes, physicians' offices.	Community health organizations: Planned Parenthood, Public Health, public-private schools, hospital team leader, larger clinics.	Schools of nursing, director of comm. clinics nursing, dept. supervisory capacity in general hospital depts.	Research labs in university setting, teaching school of nursing, hospital management, nursing school director, international organ. such as World Health.
Competencies and/or Expectations -- Direct patient care -- the applicant will:	1. Make basic observations of patient's physical and emotional response under supervision, e.g., vital signs, communication difficulties, levels of consciousness, etc. 2. Function in situations where patients are not receiving highly complex treatments. Be able to meet personal hygiene needs and other routine activities of daily living, e.g., bathing, feeding, oral hygiene, and dressings. 3. Be able to safely use selected pieces of equipment, e.g., thermometer, sphygmomanometer, oxygen, equipment, traction devices.	1. Make observations of patient's physical and emotional response, based on beginning level courses taken in anatomy and physiology, psychology and pharmacology and under the supervision of a RN. 2. Provide personal hygiene care and carry out some delegated medical functions for patients with more complex problems under some degree of supervision by a RN or physician. 3. Be able to safely use a wider range of increasingly complex equipment, e.g., respirators, tube feedings, monitor IV's, aseptic procedures, injections, urinary drainage systems.	1. Assume greater responsibility for making nursing assessment of patient condition and plan day-to-day care for the patient. 2. Evaluate patient reaction to treatment. 3. Implement measures to alleviate patient distress.	1. Make health assessments that identify problems, coping resources and deficits. 2. Assume the same responsibility as an associate degree nurse, only in more depth. 3. In the absence of MD's, act independently, make safe assessments of patient's status and response to medication. 4. Look at presenting problems with broader knowledge of base.	1. Make health assessments on increasingly complex health-care situations involving individuals or groups of patients, families. May be in more independent practice. 2. Plan nursing or medical care based not only on breadth of knowledge, but depth in a specific area. 3. Be skilled in giving care and enabling others to be more skilled or perceptive.	1. Function as an administrator or top-level manager in establishing teaching and evaluating patient care. 2. Perform clinical consulting to the staff. Note: the doctorate degree RN is usually not involved in direct patient care.

NURSING (Cont'd.)

	Nurse Aide-Orderly	Licensed Practical Nurse	Registered Nurse (Associate Degree or Hospital School)	Registered Nurse (Baccalaureate)	Registered Nurse (Masters)	Registered Nurse (Doctorate)
• Teaching -- the applicant will:	Teaching not usually required.	Teach aides. Perform basic teaching of well-child, pre-natal, chronic care, nutrition.	Teach patients and other workers in the technical aspects of care, grounded in sound scientific principles.	Teach patients, nurses, and other health workers, individually or in groups according to their particular needs.	In addition to formal and informal teaching, be involved in writing about nursing and nursing care.	Teach at Baccalaureate level and at Graduate level. Communicate knowledge about the discipline.
• Leadership Skills -- the applicant will:	Leadership skills not usually required.	Function as team leader in long-term health care facilities.	Supervise technical aspects of patient care.	Function in middle management in hospitals and clinics. Assume leadership role on health team when nursing care problems predominate.	Function in top management in nursing departments.	Share leadership role with other top-level management in other disciplines. Be concerned with major health problems of groups.
• Health Team role -- the applicant will:	Understand basic information about health care personnel, e.g., lines of communication/ authority, competencies of major categories of health care providers, MD, RN, OT, PT, RT, social worker, pharmacist, dentist.	Use knowledge of system, roles and role relationships of health workers to improve patient care and personal growth and development.	Function as a colleague or support person with practitioners in other disciplines.	Function as a colleague with practitioners in other disciplines.	Function in colleague role with practitioners in other disciplines and mid/top level managers.	Middle and top management in large institutions (schools, hospitals, government agencies).

APPENDIX 2

Enrollment Analysis

ENROLLMENT ANALYSIS

One of the prime objectives of this particular study of vocational program articulation was to examine methods for making a reasonable comparison of 1974-75 enrollments in vocational courses at the three institutional levels and to use one such method to compare current enrollment levels in the NEVAC schools. Because of the many factors which make enrollment figures at each institutional level unique, the attainment of this objective was a rather complicated process. The University of Washington's Bureau of School Service and Research (BSSR) was commissioned to work with the NEVAC vocational directors in developing a suitable plan to collect appropriate data and to assist with the enrollment survey and analysis.

Data Collection Procedures

Early in its effort to arrive at a suitable basis for comparing enrollments, the BSSR team observed that comparing enrollments in individual classes in each school would be too cumbersome to be of any value; therefore, the first step in the data gathering phase of this project was to provide a coding system which would categorize related classes into groups. The course code list used for this grouping procedure was an adaptation of Vocational Education and Occupations, published jointly by the U. S. Department of Health, Education and Welfare and the U. S. Department of Labor.

In this grouping system, each course was symbolized by a six-digit code number. The first two digits represented one of the following eight program areas: Agriculture Education (01), Business and Office Occupations (14), Distributive Education (04), Diversified Occupations (25), Health Occupations (07), Home Economics (09), Industrial Arts (21), and Trade and Industrial Education (17). The second two digits of the code represented the subject matter of the program area, and the third two-digit group represented a

specific division of the subject matter.* For the purpose of this study, comparisons were made for only general program areas and subject matter. The decision not to examine enrollments by division of subject matter areas (the final two-digits of course code) was based on the judgment that course coding at that level of specificity was somewhat unreliable. While some useful comparisons were lost by limiting the analysis to the first four digits, the overall reliability of comparisons is enhanced.

The adaptation of Vocational Education and Occupations used for this enrollment analysis (entitled "Vocational Teaching Assignment Codes") was prepared by the Office of the Superintendent of Public Instruction. Because it was oriented to the courses offered at the common school level, certain community college courses were not easily coded from the list. In some cases, the code list had to be expanded to accommodate these community college vocational courses. This expansion was accomplished by using the numbers and guidelines presented in Vocational Education and Occupations.

Within the categories of courses that were developed, it was necessary to determine the amount of instruction in each school or school district. The BSSR team was asked to assure some reasonable procedure for weighting enrollments in similar courses which might meet for varying time periods in the different NEVAC schools. In order to compensate for such variables as length of class periods, number of periods used by each class, the number of times a class met each week, and the length of the school's term, the total number of clock minutes of instruction per term was collected along with the length of the term. The data forms on which this information was recorded are found in Attachment 2A.

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*As an example of this coding, note that the number 070101 represents Health Occupations (07), Dental (01), and Dental Assistant (01).

Using this information, standard trimester, semester, and yearly enrollment figures were computed for each class or class grouping. A single standard trimester enrollment represented one student for 60 clock minutes of instruction, a standard semester enrollment represented one student for 90 hours, and a standard yearly enrollment represented one student for 180 hours. The standard yearly enrollment was used in all comparisons in this report and represented the equivalent of a single student enrolled in a course for one hour each day, five days per week, for a period of 180 days.* As an illustration, it should be noted that a nurses' aide course of 30 students meeting one hour per day for a school year of 180 days would represent 30 standard yearly enrollment units. That same class meeting for only a 90-day semester would represent 30 standard semester enrollments or 15 standard yearly enrollments. If the course met for the entire 180 days but only 50 minutes each day, the same 30 students would represent only 25 ($\frac{50}{60}$ x 30) standard yearly enrollment units. Because of this weighting for clock minutes, the standard yearly enrollments used in this report were in almost all cases not the actual numbers of students taking a particular group of courses in a specific NEVAC school or group of schools, but rather a standardized, yearly enrollment unit for comparative purposes.

The data-collection phase, then, was composed of four basic steps: (1) classifying all courses into program areas and specific subject matter categories, (2) establishing clock minutes of instruction per term, length of term, and total enrollment for all vocational courses taught in NEVAC schools, (3) converting enrollment figures to standard yearly enrollment units representing the equivalent of one student for one hour per day for

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*Comparisons using standard trimester and semester enrollments are available on computer printouts but have not been used in this report.

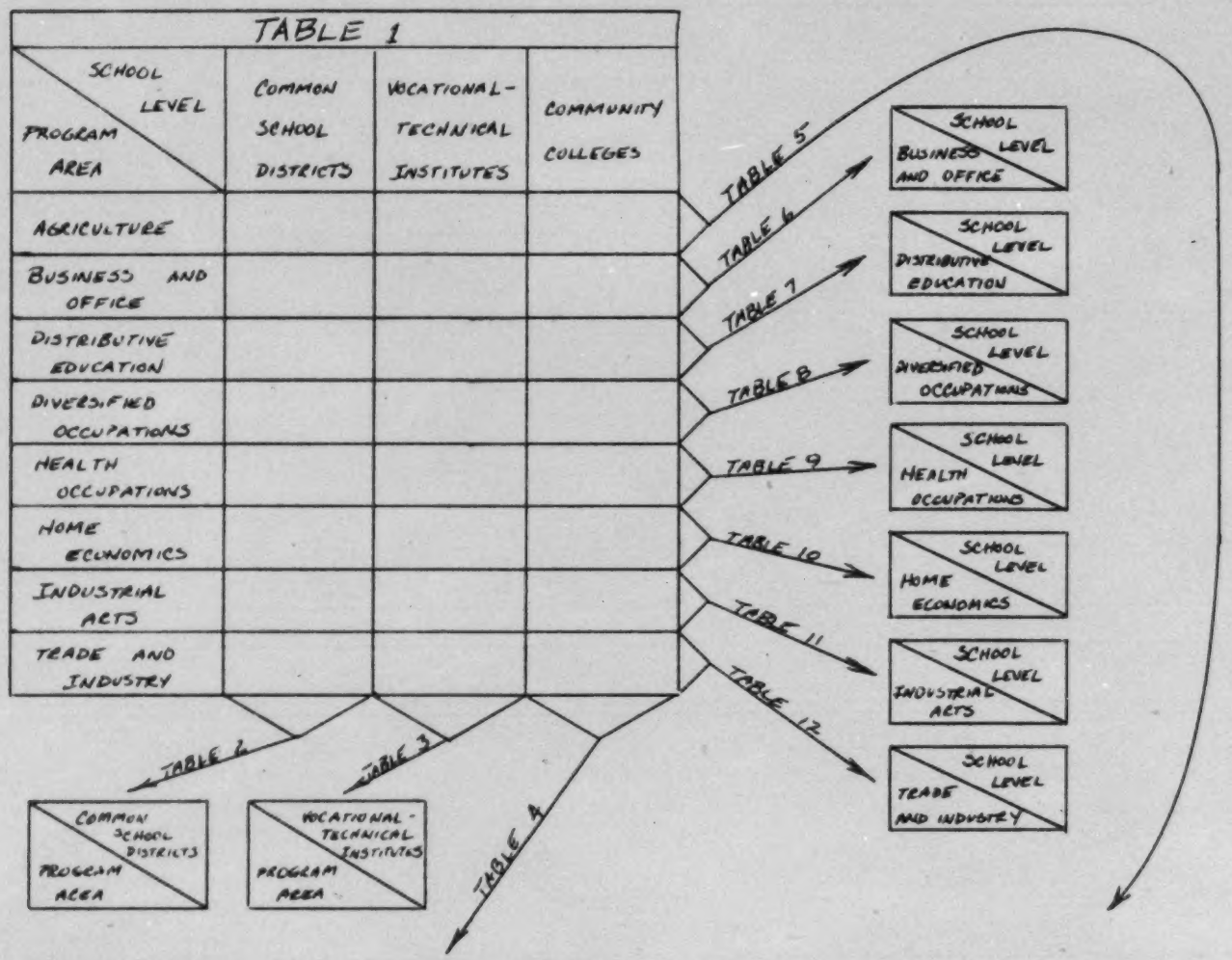
180 days, and (4) accumulating these standard yearly enrollment units by program areas and subject matter categories in the several NEVAC schools.

Analysis of Enrollments

Having described the general method used in computing enrollments, we turn in this section to an analysis of the comparative enrollments in the NEVAC schools for the 1974-75 school year. We begin with a schematic of the two dimensions along which the enrollments have been accumulated. Note that the two basic dimensions or groupings are institutional level (each level is broken down on an individual institution basis in Tables 2 thru 4) and program area (each program area is broken down into specific subject matter categories in Tables 5 thru 12). Because of the large number of tables involved in presenting these several enrollment breakdowns, only the two school level/ program area tables (Tables 1a and 1b) have been included in the text; the more detailed enrollment breakdowns are discussed here, however, with appropriate reference to the more detailed tables (Tables 2 thru 12) which have been included in Attachment 2B of this report.

Prior to discussing the enrollments as summarized in these many tables, it is important to caution the reader regarding the hazards of comparing enrollments across institutional levels and strictly on the basis of clock hours of classroom time. A detailed discussion of these dual concerns is included in Attachment 2C. Suffice it here to mention that the several institutional levels serve different age levels of students and under differing levels of voluntarism. The portions of the total statewide population served at the three levels by NEVAC schools also differ and this should be considered in evaluating any comparative statements involving NEVAC schools at different institutional levels. In addition, the reader should realize that no weighting

A SCHEMATIC BREAKDOWN OF TABLES IN CHAPTER 2



COMMUNITY COLLEGE / PROGRAM AREA	BELLEVUE COMMUNITY COLLEGE	EDMONDS COMMUNITY COLLEGE	SHORELINE COMMUNITY COLLEGE
AGRICULTURE			
BUSINESS AND OFFICE			
DISTRIBUTIVE EDUCATION			
DIVERSIFIED OCCUPATIONS			
HEALTH OCCUPATIONS			
HOME ECONOMICS			
INDUSTRIAL ARTS			
TRADE AND INDUSTRY			

SCHOOL LEVEL / SUBJECT MATTER IN AGRICULTURE	COMMON SCHOOL DISTRICT	VOCATIONAL TECHNICAL INSTITUTE	COMMUNITY COLLEGE
AGRICULTURE PRODUCTION			
AGRICULTURAL BUSINESS			
AGRICULTURAL MECHANICS			
ORNAMENTAL HORTICULTURE			
AGRICULTURAL RESOURCES			
FORESTRY			
OTHER			

has been included in this analysis for instructional time at the different instructional levels or in different instructional formats. Instructional time, whether in lecture, laboratory, or seminar formats or at the common school, vocational-technical institute, or community college level has been given equal weighting in this particular analysis. No special weighting has been given for instructional planning or work supervision time except in those cases where recognized as part of the state enrollment accounting process.

Beginning with Tables 1a and 1b, we note that the common schools accounted for over one half of all vocational enrollments in the NEVAC area. Each school level, however, dominated (enrolled over 50 percent of) at least one program area. The common schools dominated five program ares -- Business and Office Occupations, Distributive Education, Diversified Occupations, Home Economics, and Industrial Arts; the vocational-technical institutes dominated one area -- Trade and Industrial Education; and the community colleges dominated two areas -- Agriculture Education and Health Occupations. While four program areas -- Business and Office Occupations, Home Economics, Industrial Arts, and Trade and Industry -- accounted for 86 percent of the total enrollment in all NEVAC schools, only one, Business and Office Occupations, constituted a substantial enrollment (over 20 percent) in every school level.

By analyzing enrollments in these program areas among common school districts in Tables 2a and 2b (Attachment 2B), we can see that only three program areas -- Business and Office Occupations, Home Economics and Industrial Arts -- were offered in all ten school districts. It should be remembered, however, that most of the Home Economics and Industrial Arts courses are not gainful. The fact that these two areas alone account for over 50 percent of the total vocational enrollments in common schools suggests that these

TABLE 1a

Adjusted Yearly Enrollments by Program and School Level in NEVAC Schools, 1974-75[a]

Program Area[b]	School Level						Total	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Agriculture Education	313	34.2	107	11.7	494	54.1	914	100.0
Business and Office Occupations	5808	54.7	1860	17.5	2946	27.8	10614	100.0
Distributive Education	1570	64.9	349	14.4	501	20.7	2420	100.0
Diversified Occupations	1323	63.4	0	0	767[c]	36.6	2090	100.0
Health Occupations	345	10.0	270	7.9	2819	82.1	3434	100.0
Home Economics	6806[d]	74.9	0	0	2275	25.1	9081	100.0
Industrial Arts	8210	100.0	0	0	0	0	8210	100.0
Trade and Industrial Education	831	9.7	5328	62.2	2412	28.1	8571	100.0
Total	25206	55.6	7914	17.5	12214	26.9	45334	100.0

[a]The adjusted yearly enrollment indicates the number of students taking courses in the indicated program areas for a period of 180 hours, e.g., one adjusted yearly enrollment could represent a single student meeting one hour a day for a period of 180 days or a single student meeting two hours a day for a period of 90 days.

[b]With the exception of Industrial Arts and Diversified Occupations, all program areas as used here are consistant with catagories used by the U.S. Department of Health, Education, and Welfare. These two program areas were added to permit a more complete presentation of vocational enrollments in NEVAC area shcools.

[c]Diversified occupations at the community college level include classes in public service technology, career exploration, labor studies, social skills training, social welfare, and oceanography.

[d]Home Economics enrollments include both useful and gainful classes at the common school level.

TABLE 1b

Adjusted Yearly Enrollments by Program and School Level in NEVAC Schools, 1974-75[a]

Program Area[b]	School Level						Total	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Agriculture Education	313	1.2	107	1.4	494	4.0	914	2.0
Business and Office Occupations	5808	23.0	1860	23.5	2946	24.1	10614	23.4
Distributive Education	1570	6.2	349	4.4	501	4.1	2420	5.3
Diversified Occupations	1323	5.2	0	0	767[c]	6.3	2090	4.6
Health Occupations	345	1.4	270	3.4	2819	23.1	3434	7.6
Home Economics	6806[d]	27.0	0	0	2275	18.6	9081	20.0
Industrial Arts	8210	32.6	0	0	0	0	8210	18.1
Trade and Industrial Education	831	3.4	5328	67.3	2412	19.8	8571	19.0
Total	25206	100.0	7914	100.0	12214	100.0	45334	100.0

[a]The adjusted yearly enrollment indicates the number of students taking courses in the indicated program areas for a period of 180 hours, e.g., one adjusted yearly enrollment could represent a single student meeting one hour a day for a period of 180 days or a single student meeting two hours a day for a period of 90 days.

[b]With the exception of Industrial Arts and Diversified Occupations, all program areas as used here are consistant with catagories used by the U.S. Department of Health, Education, and Welfare. These two program areas were added to permit a more complete presentation of vocational enrollments in NEVAC area schools.

[c]Diversified occupations at the community college level include classes in public service technology, career exploration, labor studies, social skills training, social welfare, and oceanography.

[d]Home Economics enrollments include both useful and gainful classes at the common school level.

comparisons in Tables 2a and 2b would be considerably different should courses in these areas be removed. The three program areas -- Business and Office Occupations, Home Economics and Industrial Arts -- made up approximately 83 percent of all vocational courses at the common school level. Agriculture Education, on the other hand, was offered in only two districts -- Bellevue and Issaquah. Edmonds, Renton and Bellevue school districts totaled 59 percent of all vocational enrollment in the NEVAC school districts, while Lower Snoqualmie, Mercer Island and Snoqualmie Valley combined to enroll 8 percent of the total vocational students in the NEVAC districts. It should also be noted that the percentage of total school enrollment represented by these two groupings of districts was 53 and 8 percent respectively.

Tables 3a and 3b show that only five of the eight program areas had enrollments in the vocational-technical institutes. With the exception of Trade and Industrial Education, over 75 percent of the vocational-technical enrollment in each program area was in one school. While each program area was dominated by one school in terms of percentage of enrollment, Table 3b shows that the proportion of enrollments by program area within each school was fairly consistent for the two schools. Trade and Industrial Education had over 60 percent of the vocational enrollment in each school, followed by Business and Office Occupations which accounted for over 15 percent of the vocational enrollment in each school.

The vocational enrollment in the NEVAC community colleges, as shown in Tables 4a and 4b, was both consistent in that, with the exception of Industrial Arts, every college had enrollments in each program area; yet each college also had its largest enrollment block in a different program area. Almost 40 percent of Bellevue's vocational enrollment was in the area of Health Occupations; Edmonds had 42 percent of its vocational enrollment in Business

and Office Occupations; and nearly 35 percent of Shoreline's vocational enrollment was in Home Economics.

By looking at Tables 2b,3b, and 4b together, we can see the distribution of enrollment in each program area across individual districts or schools. The interesting thing to note here is that Business and Office Occupations, the only area in which every institution had some enrollment, made up a substantial part of every NEVAC school's vocational enrollment. The lowest proportion was found in the Lower Snoqualmie School District where the enrollment in Business and Office Occupations courses constituted 14.4 percent of that district's total vocational enrollment. Edmonds Community College had the highest proportion with 42 percent of its vocational enrollment in the area of Business and Office Occupations.

Isolating and analyzing vocational enrollments in the NEVAC area during one year (in this case, 1974-75) gives us some insight into the distribution of vocational offerings among schools; yet, comparing this data with similar data collected in 1971, indicates some trends over the past few years with regard to the total vocational programs. In 1971 the BSSR published a report, A Study of Vocational and Occupational Education, showing the enrollments in the vocational programs of the common school districts* in the NEVAC area. There are some minor differences in methodology used in the two studies which should not greatly affect a comparison; however, the following major discrepancies must be accounted for by adjusting the enrollments:

1. This report made adjustments for two- and three-hour classes, whereas the 1971 report did not.

*Lower Snoqualmie School District was added after the 1971 report, but since its total vocational enrollment accounted for only 1.2 percent of the total vocational enrollment in NEVAC common schools, this addition is not a major problem for purposes of this comparison.

2. Industrial Arts is included in this report and not in the 1971 report.

3. Ninth-grade enrollments were included in this study.

To ensure the comparison of similar data, enrollment figures were taken from Table III-7 of the 1971 report and Table 2a of this 1975 report. Both tables showed a breakdown of vocational enrollment by district. The 1971 report did not account for two- and three-hour classes, so most 1971 figures were multiplied by 1.3.* Since Industrial Arts courses were not included in the 1971 report, the enrollment for this program area was subtracted from each district's total 1975 vocational enrollment. The 1971 vocational enrollments referred only to grades 10-12, whereas, the 1975 enrollments included ninth grade; therefore, each district's 1975 ninth-grade vocational enrollment was subtracted from its total vocational enrollment. If a district had no ninth-grade vocational enrollment in 1971, and reported some in 1975, the 1975 ninth-grade enrollment was not subtracted as it represented actual growth.

The following example should provide a clearer picture of what was done with the enrollments of each district in order to arrive at comparable data.

EDMONDS SCHOOL DISTRICT

1971		1975	
2,245	(taken from Table III-7)	6,605	(taken from Table 2a)
x 1.3	(adjustment for 2- and 3-hour classes)	-2,385	(Industrial Arts)
2,919		4,220	
		- 980	(9th grade enrollment)
		3,240	

*Mercer Island and Snoqualmie Valley reported no multiple-hour classes in 1971 and, therefore, were not subjected to this adjustment.

A complete list of these adjusted vocational enrollments for the two years is on file at the Bureau of School Service and Research. These data suggest an overall growth in vocational enrollment of approximately 38 percent from 1971 to 1975 in the NEVAC schools. Five school districts (Bellevue, Issaquah, Mercer Island, Renton, and Snoqualmie Valley) had increases of more than 38 percent; whereas Edmonds, Lake Washington, Northshore and Shoreline had increases in vocational enrollment of less than 38 percent.

Because of the number of variables affecting the gathering and analyzing of data in the 1971 and 1975 studies, the value of comparisons in greater detail than mentioned here would be somewhat misleading. Nevertheless, we have attempted to give a general, overall picture of the vocational enrollment trends in the NEVAC common school districts over the past five years. The increases shown here indicate that vocational courses have been enrolling greater numbers of students, with an overall increase of nearly 40 percent over the four-year period.

ATTACHMENT 2A

Data Collection Forms

(and Special Instruction Sheets)

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Bureau of School Service and Research
Robert A. Anderson, Director
Howard M. Johnson, Associate Director

October 9, 1975

To:

From: Howard M. Johnson

Enclosed you will find a set of enrollment summary sheets, a single page of instructions for completing the enrollment summary sheets, and Superintendent of Public Instruction (SPI) course code numbers to be used in completing the summary sheets. This program enrollment inventory is being conducted as part of a program articulation project in the NEVAC area. This project is directed by Dr. Allen Surver of Bellevue Community College. The Bureau of School Service and Research (BSSR) at the University of Washington has agreed to compile the enrollment information and to present summary data to the NEVAC membership. This information will not only provide an up-to-date picture of enrollments at the several institutional levels throughout the NEVAC area, but it will also be helpful in identifying certain articulation problems associated with the course coding procedures used in the different institutions.

We hope to complete this first phase of the articulation study in mid-November and will use this enrollment data in identifying course sequences worthy of a more detailed articulation study. In the interest of maintaining our study timeline, we ask that you complete these enrollment summary sheets no later than November 1, 1975. They should be returned directly to the Bureau of School Service and Research, and an envelope has been provided for this purpose.

Thank you for your cooperation and please contact my office if you have questions regarding the procedures to be used in completing the enrollment survey sheets.

HMJ:mj

Enclosures

144 Lewis Annex / Telephone: (206) 543-4940

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Bureau of School
Service and Research
Robert A. Anderson, Director
Howard M. Johnson, Associate Director

October 14, 1975

To:

From: Howard M. Johnson

Just lask week, you received an enrollment survey asking you to summarize vocational enrollments by course for the 1974-75 school year. At this time, we are asking you to summarize any major changes in your anticipated enrollments for 1975-76. Keep in mind that we are not asking for detailed enrollments for all programs, but only an estimate of the total enrollment in courses or programs which are being started this year. We would also appreciate your indicating courses (or programs) which are likely to experience either sharp increases or decreases in enrollment in 1975-76.

For those of you responsible for secondary school enrollment counts, we have also had to do some rethinking on the way in which industrial arts enrollments are handled. There has also been a related question raised as to the inclusion of ninth-grade enrollments. We have attached a separate page of instructions clarifying this particular point. Please review this special instruction sheet prior to completing the enrollment summary forms which you received last week.

Thanks for your help in reviewing these special instructions and on supplying the supplementary information on program changes. Please call if you have any questions. We would appreciate your returning the supplementary information by November 1 -- along with the more detailed enrollment counts for 1974-75.

HMJ:mj

Attachment

144 Lewis Annex / Telephone: (206) 543-4940

Additional Instructions on Reporting Enrollments

Industrial Arts Course Reporting

- Since final enrollment information for industrial arts is not available in a number of districts, it has been decided that for industrial arts ONLY, the report should be for the current school year. Report all industrial arts courses that are offered this fall and that are anticipated for the remainder of the 1975-76 school year. These enrollments are to be recorded on Form No. 9 that was included in the packet you received earlier.

- Industrial arts classes and enrollments should be reported for the ninth grade only if they are offered as a part of a four-year high school program. This decision to exclude industrial arts enrollments in a junior high school is based on anticipated problems in obtaining accurate figures and on problems in equating program and time factors with the feeder high schools.

Vocational Education Course Reporting

- You are reminded that, with the single exception of industrial arts, only courses that are approved for vocational funding are to be included in the enrollment survey. This means that any approved ninth-grade home and family living courses should be included whether taught at the senior or junior high levels.

School District/Institution _____

Subject Area (1) Agricultural Education

Enrollment Summary Sheet (1
(NEVAC Project)

Class or Course Code Number		Course or Class Title	Clock Minutes of Instruction Time per Term	Total Students Enrolled in 1974-75 (including summer)	
SPI	SBCCE			High School	Post High School
		SAMPLE - One each for:			
		Agricultural Education			
		Distributive Education			
		Health Occupations			
		Home Economics (Useful) -- secondary schools only			
		Home Economics (Gainful)			
		Business and Office			
		Trade and Industry Education			
		Diversivied Occupations			
		Industrial Arts			
		Other			

Enrollment Summary Sheet (1974-75)
(NEVAC Project)

cation

or Class Title	Clock Minutes of Instruction Time per Term	Total Students Enrolled in 1974-75 (including summer)		Comment
		High School	Post High School	
ach for:				
al Education				
ve Education				
upations				
mics (Useful) -- secondary schools only				
mics (Gainful)				
nd Office				
Industry Education				
d Occupations				
Arts				

ATTACHMENT 2B

Tables 2 through 4

(Showing a Breakdown into Specific
Institutions by Program Area)

and

Tables 5 through 12

(Showing a Breakdown into Specific
Subject Matter by School Level)

TABLE 2a

Adjusted yearly enrollments by Program Area in the NEVAC Common School Districts for the 1974-75 school year.

Program Area	Common Schools									
	Bellevue		Edmonds		Issaquah		Lake Washington		Lower Snoqualmie	
	#	%	#	%	#	%	#	%	#	%
. Agriculture Education	83	26.5	0	0	230	73.5	0	0	0	0
. Business & Office	962	16.6	1546	26.6	645	11.1	561	9.7	43	.7
. Distributive Education	338	21.5	445	28.4	134	8.5	0	0	0	0
. Diversified Occupations	365	27.6	0	0	109	8.2	0	0	107	8.1
. Health Occupations	50	14.5	31	9.0	38	11.0	26	7.5	0	0
. Home Economics	637	9.4	1960	28.8	769	11.3	640	9.4	71	1.0
. Industrial Arts	1366	16.6	2385	29.0	162	2.0	807	9.8	78	1.0
. Trade & Industrial Ed.	193	23.2	238	28.6	24	2.9	139	16.7	0	0
TOTAL	3994	15.8	6605	26.2	2111	8.4	2173	8.6	299	1.2

Program Area	Common Schools									
	Mercer Island		Northshore		Renton		Shoreline		Snoqualmie Valley	
	#	%	#	%	#	%	#	%	#	%
. Agriculture Education	0	0	0	0	0	0	0	0	0	0
. Business & Office	150	2.6	366	6.3	893	15.4	519	8.9	123	2.1
. Distributive Education	113	7.2	74	4.7	404	25.7	62	4.0	0	0
. Diversified Occupations	0	0	0	0	600	45.4	0	0	142	10.7
. Health Occupations	0	0	0	0	172	49.9	28	8.1	0	0
. Home Economics	327	4.8	412	6.1	729	10.7	1142	16.8	119	1.7
. Industrial Arts	244	3.0	420	5.1	1440	17.5	969	11.8	339	4.2
. Trade & Industrial Ed.	0	0	158	19.0	0	0	39	4.7	40	4.9
TOTAL	834	3.3	1430	5.7	4238	16.8	2759	10.9	763	3.1

TABLE 2a TOTALS

Program Area	TOTAL		Program Area	TOTAL	
	#	%		#	%
Agriculture Education	313	100	Health Occupations	345	100
Business & Office	5808	100	Home Economics	6806	100
Distributive Education	1570	100	Industrial Arts	8210	100
Diversified Occupations	1323	100	Trade & Industrial Ed.	831	100
TOTAL----------				25206	100

TABLE 2b

Adjusted yearly enrollments by Program Area in the NEVAC Common School Districts for the 1974-75 school year.

Program Area	Common Schools									
	Bellevue		Edmonds		Issaquah		Lake Washington		Lower Snoqualmie	
	#	%	#	%	#	%	#	%	#	%
. Agriculture Education	83	2.1	0	0	230	10.9	0	0	0	0
. Business & Office	962	24.1	1546	23.4	645	30.6	561	25.8	43	14.4
. Distributive Education	338	8.5	445	6.7	134	6.3	0	0	0	0
. Diversified Occupations	365	9.1	0	0	109	5.2	0	0	107	35.8
. Health Occupations	50	1.3	31	0.5	38	1.8	26	1.2	0	0
. Home Economics	637	15.9	1960	29.7	769	36.4	640	29.5	71	23.7
. Industrial Arts	1366	34.2	2385	36.1	162	7.7	807	37.1	78	26.1
. Trade & Industrial Ed.	193	4.8	238	3.6	24	1.1	139	6.4	0	0
TOTAL	3994	100	6605	100	2111	100	2173	100	299	100

Program Area	Common Schools									
	Mercer Island		Northshore		Renton		Shoreline		Snoqualmie Valley	
	#	%	#	%	#	%	#	%	#	%
. Agriculture Education	0	0	0	0	0	0	0	0	0	0
. Business & Office	150	18.0	366	25.6	893	21.1	519	18.8	123	16.1
. Distributive Education	113	13.5	74	5.2	404	9.5	62	2.2	0	0
. Diversified Occupations	0	0	0	0	600	14.2	0	0	142	18.6
. Health Occupations	0	0	0	0	172	4.1	28	1.0	0	0
. Home Economics	327	39.2	412	28.8	729	17.2	1142	41.4	119	15.6
. Industrial Arts	244	29.3	420	29.4	1440	33.9	969	35.1	339	44.4
. Trade & Industrial Ed.	0	0	158	11.0	0	0	39	1.5	40	5.3
TOTAL	834	100	1430	100	4238	100	2759	100	763	100

TABLE 2b TOTALS

Program Area	TOTAL		Program Area	TOTAL	
	#	%		#	%
Agriculture Education	313	1.2	Health Occupations	345	1.4
Business & Office	5808	23.0	Home Economics	6806	27.0
Distributive Education	1570	6.2	Industrial Arts	8210	32.6
Diversified Occupations	1323	5.2	Trade & Industrial Ed.	831	3.4
TOTAL				25206	100

TABLE 3a

Adjusted yearly enrollments by Program Area
in the NEVAC Vocational-Technical Institutes
for the 1974-75 school year

Program Area	Voc-Tech Institutes					
	L. Washington Vocational-Technical Institute		Renton Vocational-Technical Institute		Total	
	#	%	#	%	#	%
. Agriculture Education	0	0	107	100	107	100
. Business and Office	450	24.2	1410	75.8	1860	100
. Distributive Education	57	16.3	292	83.7	349	100
. Diversified Occupations	0	0	0	0	0	0
. Health Occupations	270	100	0	0	270	100
. Home Economics	0	0	0	0	0	0
. Industrial Arts	0	0	0	0	0	0
. Trade and Industrial Education	2047	38.4	3281	61.6	5328	100
Total	2824	35.7	5090	64.3	7914	100

TABLE 3b

Adjusted yearly enrollment by Program Area
in the NEVAC Vocational Technical Institutes
for the 1974-75 school year

Program Area	Voc-Tech Institutes					
	L. Washington Vocational-Technical Institute		Renton Vocational-Technical Institute		Total	
	#	%	#	%	#	%
. Agriculture Education	0	0	107	2.1	107	1.4
. Business and Office	450	15.9	1410	27.7	1860	23.5
. Distributive Education	57	2.0	292	5.7	349	4.4
. Diversified Occupations	0	0	0	0	0	0
. Health Occupations	270	9.6	0	0	270	3.4
. Home Economics	0	0	0	0	0	0
. Industrial Arts	0	0	0	0	0	0
. Trade and Industrial Education	2047	72.5	3281	64.5	5328	67.3
Total	2824	100	5090	100	7914	100

TABLE 4a

Adjusted yearly enrollment by Program Area in the NEVAC Community Colleges for the 1974-75 school year.

Program Area	Community Colleges						TOTAL	
	Bellevue Community College		Edmonds Community College		Shoreline Community College			
	#	%	#	%	#	%	#	%
. Agriculture Education	76	15.4	388	78.5	30	6.1	494	100
. Business & Office	926	31.4	1160	39.4	860	29.2	2946	100
. Distributive Education	238	47.5	5	1.0	258	51.5	501	100
. Diversified Occupation	174	22.7	329	42.9	264	34.4	767	100
. Health Occupations	1462	51.9	461	16.4	896	31.7	2819	100
. Home Economics	192	8.4	73	3.2	2010	88.4	2275	100
. Industrial Arts	0	0	0	0	0	0	0	0
.Trade & Industrial Ed.	631	26.2	343	14.2	1438	59.6	2412	100
TOTAL	3699	30.3	2759	22.6	5756	47.1	12214	100

TABLE 4b

Adjusted yearly enrollment by Program Area in the NEVAC Community Colleges for the 1974-75 school year.

Program Area	Community Colleges						TOTAL	
	Bellevue Community College		Edmonds Community College		Shoreline Community College			
	#	%	#	%	#	%	#	%
.Agriculture Education	76	2.1	388	14.1	30	0.5	494	4.0
.Business & Office	926	25.0	1160	42.0	860	14.9	2946	24.1
.Distributive Education	238	6.4	5	0.2	258	4.5	501	4.1
.Diversified Occupations	174	4.7	329	11.9	264	4.6	767	6.3
.Health Occupations	1462	39.5	461	16.7	896	15.6	2819	23.1
.Home Economics	192	5.2	73	2.6	2010	34.9	2275	18.6
.Industrial Arts	0	0	0	0	0	0	0	0
.Trade & Industrial Ed.	631	17.1	343	12.5	1438	25.0	2412	19.8
TOTAL	3699	100	2759	100	5756	100	12214	100

TABLE 5a

Yearly Adjusted Enrollment in Agriculture Education
by (Specific Subject Matter[a]) in NEVAC Schools

Specific Subject Matter of Agriculture Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Agriculture Production & Supplies	16	100	0	0	0	0	16	100
Agricultural Business	11	100	0	0	0	0	11	100
Agricultural Mechanics	122	100	0	0	0	0	122	100
Ornamental Horticulture	126	38.0	107	32.2	99	29.8	332	100
Agricultural Resources	0	0	0	0	68	100	68	100
Forestry	22	42.3	0	0	30	57.7	52	100
Other	16	5.1	0	0	297	94.9	313	100
TOTAL	313	34.2	107	11.7	494	54.1	914	100

TABLE 5b
Yearly Adjusted Enrollment in Agriculture Education
by (Specific Subject Matter[a]) in NEVAC Schools

Specific Subject Matter of Agriculture Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Agriculture Production & Supplies	16	5.1	0	0	0	0	16	1.8
Agricultural Business	11	3.5	0	0	0	0	11	1.2
Agricultural Mechanics	122	39.0	0	0	0	0	122	13.3
Ornamental Horticulture	126	40.3	107	100	99	20.0	332	36.3
Agricultural Resources	0	0	0	0	68	13.8	68	7.4
Forestry	22	7.0	0	0	30	6.1	52	5.7
Other	16	5.1	0	0	297	60.1	313	34.3
TOTAL	313	100	107	100	494	100	914	100

[a] Specific subject matters were determined by sorting courses in each program are on the second two digits of their code number. See page 3 and 4 of this report for a further discussion

TABLE 6 a
Adjusted yearly enrollment of the Business and Office Occupations Area by school level and specific subject matter in the NEVAC schools for 1974-75.

Specific Subject Matter of Business and Office Occupations	School Level						Total	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Accounting and Computing	1344	55.0	445	18.2	655	26.8	2444	100.0
Data Processing	32	7.2	293	66.3	117	26.5	442	100.0
Filing, Office Machines and Clerical Occupations	2094	74.8	0	0	705	25.2	2799	100.0
Information Communication Occupations	57	36.8	0	0	98	63.2	155	100.0
Materials Support Occupations	0	0	0	0	16	100.0	16	100.0
Personnel Training	0	0	0	0	409	100.0	409	100.0
Stenographic, Secretarial and Related Occupations	1319	58.6	538	23.9	393	17.5	2250	100.0
Supervisory and Administrative Management Occupations	0	0	0	0	30	100.0	30	100.0
Typing and Related Occupations	962	53.9	584	32.7	239	13.4	1785	100.0
Other	0	0	0	0	284	100.0	284	100.0
Total	5808	54.7	1860	17.5	2946	27.8	10614	100.0

TABLE 6b

Adjusted yearly enrollment of the Business and Office Occupations Area by school level and specific subject matter in the NEVAC schools for 1974-75

Specific Subject Matter of Business and Office Occupations	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Accounting & Computing	1344	23.1	445	23.9	655	22.2	2444	23.0
Data Processing	32	0.6	293	15.8	117	4.0	442	4.2
Filing, Office Machines & Clerical Occupations	2094	36.1	0	0	705	24.0	2799	26.4
Information Communication Occupations	57	1.0	0	0	98	3.3	155	1.5
Materials Support Occupations	0	0	0	0	16	0.5	16	0.1
Personnel Training	0	0	0	0	409	13.9	409	3.9
Stenographic, Secretarial & Related Occupations	1319	22.7	538	28.9	393	13.3	2250	21.2
Supervisory & Administrative Management Occupations	0	0	0	0	30	1.0	30	0.3
Typing & Related Occupations	962	16.5	584	31.4	239	8.1	1785	16.8
Other	0	0	0	0	284	9.7	284	2.6
TOTAL	5808	100	1860	100	2946	100	10614	100

TABLE 7a
Adjusted yearly enrollment of the Distributive Education Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Distributive Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Advertising	0	0	0	0	6	100	6	100
Apparel & Accessories	0	0	0	0	12	100	12	100
Finance & Credit	0	0	0	0	25	100	25	100
General Merchandise	1570	75.3	349	16.7	167	8.0	2086	100
Insurance	0	0	0	0	10	100	10	100
Real Estate	0	0	0	0	281	100	281	100
TOTAL	1570	64.9	349	14.4	501	20.7	2420	100

TABLE 7b
Adjusted yearly enrollment of the Distributive Education Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Distributive Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Advertising	0	0	0	0	6	1.2	6	0.3
Apparel & Accessories	0	0	0	0	12	2.4	12	0.5
Finance & Credit	0	0	0	0	25	5.0	25	1.0
General Merchandise	1570	100	349	100	167	33.3	2086	86.2
Insurance	0	0	0	0	10	2.0	10	0.4
Real Estate	0	0	0	0	281	56.1	281	11.6
TOTAL	1570	100	349	100	501	100	2420	100

TABLE 8

Adjusted yearly enrollment of the Diversified Occupations Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Diversified Occupations	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Class Instruction	527	40.0	0	0	0	0	527	25.3
Coordinated Job Training	796	60.0	0	0	0	0	796	38.1
Public Service Technology	0	0	0	0	60	7.8	60	2.9
Career Exploration	0	0	0	0	47	6.1	47	2.2
Labor Studies	0	0	0	0	114	14.9	114	5.4
Social Skills Training	0	0	0	0	240	31.3	240	11.5
Social Welfare	0	0	0	0	156	20.3	156	7.5
Oceanography	0	0	0	0	150	19.6	150	7.1
TOTAL	1323	100	0	0	767	100	2090	100

TABLE 9a

Adjusted yearly enrollment of the Health Occupations Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Health Occupations	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Dental	0	0	0	0	296	100	296	100
Medical Laboratory Technology	0	0	0	0	54	100	54	100
Nursing	345	18.4	0	0	1532	81.6	1877	100
Miscellaneous Health Occupations	0	0	270	58.8	189	41.2	459	100
Other	0	0	0	0	748	100	748	100
TOTAL	345	10.0	270	7.9	2819	82.1	3434	100

TABLE 9b

Adjusted yearly enrollment of the Health Occupations Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Health Occupations	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Dental	0	0	0	0	296	10.5	296	8.6
Medical Laboratory Technology	0	0	0	0	54	1.9	54	1.6
Nursing	345	100	0	0	1532	54.3	1877	54.7
Miscellaneous Health Occupations	0	0	270	100	189	6.7	459	13.4
Other	0	0	0	0	748	26.6	748	21.7
TOTAL	345	100	270	100	2819	100	3434	100

TABLE 10a

Adjusted yearly enrollment of the Home Economics area by school level and specific subject matter in the NEVAC schools for 1974-75

Specific Subject Matter of Home Economics	School Level[b]						Total	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Home Economics Useful	6093	100	0	0	0	0	6093	100
Home Economics Gainful	713	69.9	0	0	307	30.1	1020	100
Other	0	0	0	0	1968	100	1968	100
Total	6806	74.9	0	0	2275	25.1	9081	100

TABLE 10b

Adjusted yearly enrollment of the Home Economics area by school level and specific subject matter in the NEVAC schools for 1974-75

Specific Subject Matter of Home Economics	School Level[b]						Total	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Home Economics Useful	6093	89.5	0	0	0	0	6093	67.1
Home Economics Gainful	713	10.5	0	0	307	13.5	1020	11.2
Other	0	0	0	0	1968	86.5	1968	21.7
Total	6806	100	0	0	2275	100	9081	100

TABLE 11a

Adjusted yearly enrollment of the Industrial Arts Area
by specific subject matter in the NEVAC
Common School Districts for 1974-75

Specific Subject Matter of Industrial Arts	Common Schools										TOTAL	
	Bellevue		Edmonds		Issaquah		Lake Washington		Lower Snoqualmie			
	#	%	#	%	#	%	#	%	#	%	#	%
Engine Maintenance	218	14.4	614	40.4	15	1.0	145	9.5	0	0	992	65.3
Electricity	132	23.5	118	21.0	12	2.1	78	13.9	0	0	340	60.5
Metal	176	11.8	545	36.4	3	.2	187	12.5	13	.9	924	61.8
Wood	368	17.2	715	33.3	28	1.3	223	10.4	43	2.0	1377	64.2
Boat Building	14	100	--	--	--	--	--	--	--	--	14	100
Plastics	53	18.2	--	--	--	--	23	7.9	--	--	76	26.1
Mechanical Drawing	117	9.5	347	28.2	33	2.7	139	11.3	22	1.8	658	53.5
Graphic Arts	--	--	26	100	--	--	--	--	--	--	26	100
Photography	288	50.3	--	--	--	--	--	--	--	--	288	50.3
General Shop	--	--	4	1.5	71	27.4	--	--	--	--	75	28.9
Other	--	--	16	16.7	--	--	12	12.5	--	--	28	29.2
TOTAL	1366	16.6	2385	29.0	162	2.0	807	9.8	78	1.0	4798	58.4

Specific Subject Matter of Industrial Arts	Common Schools										TOTAL	
	Mercer Island		Northshore		Renton		Shoreline		Snoqualmie Valley			
	#	%	#	%	#	%	#	%	#	%	#	%
Engine Maintenance	63	4.1	18	1.2	260	17.1	127	8.4	59	3.9	527	34.7
Electricity	56	10.0	0	0	55	9.8	93	16.5	18	3.2	222	39.5
Metal	33	2.2	161	10.8	127	8.5	180	12.0	71	4.7	572	38.2
Wood	51	2.4	108	5.0	259	12.1	270	12.6	80	3.7	768	35.2
Boat Building	--	--	--	--	--	--	--	--	--	--	0	0
Plastics	--	--	21	7.2	71	24.4	103	35.4	20	6.9	215	73.9
Mechanical Drawing	39	3.2	83	6.7	210	17.1	149	12.1	91	7.4	572	46.5
Graphic Arts	--	--	--	--	--	--	--	--	--	--	0	0
Photography	--	--	--	--	284	49.7	--	--	--	--	284	49.7
General Shop	2	.8	--	--	149	57.5	33	12.8	--	--	184	71.1
Other	--	--	29	30.2	25	26.0	14	14.6	--	--	68	70.8
TOTAL	244	3.0	420	5.1	1440	17.5	969	11.8	339	4.2	3412	41.6

TABLE 11a TOTAL----------8210 100%

TABLE 11b

Adjusted yearly enrollment of the Industrial Arts Area
by specific subject matter in the NEVAC
Common School Districts for 1974-75

Specific Subject Matter of Industrial Arts	Common Schools										TOTAL	
	Bellevue		Edmonds		Issaquah		Lake Washington		Lower Snoqualmie			
	#	%	#	%	#	%	#	%	#	%	#	%
Engine Maintenance	218	15.9	614	25.7	15	9.3	145	18.0	0	0	992	12.1
Electricity	132	9.7	118	4.9	12	7.4	78	9.7	0	0	340	4.1
Metal	176	12.9	545	22.9	3	1.9	187	23.2	13	16.7	924	11.3
Wood	368	26.9	715	30.0	28	17.3	223	27.6	43	55.1	1377	16.8
Boat Building	14	1.0	--	--	--	--	--	--	--	--	14	0.2
Plastics	53	3.9	--	--	--	--	23	2.9	--	--	76	0.9
Mechanical Drawing	117	8.6	347	14.5	33	20.4	139	17.2	22	28.2	658	8.0
Graphic Arts	--	--	26	1.1	--	--	--	--	--	--	26	0.3
Photography	288	21.1	--	--	--	--	--	--	--	--	288	3.5
General Shop	--	--	4	0.2	71	43.7	--	--	--	--	75	0.9
Other	--	--	16	0.7	--	--	12	1.4	--	--	28	0.3
TOTAL	1366	100	2385	100	162	100	807	100	78	100	4798	58.4

Specific Subject Matter of Industrial Arts	Common Schools										TOTAL	
	Mercer Island		Northshore		Renton		Shoreline		Snoqualmie Valley			
	#	%	#	%	#	%	#	%	#	%	#	%
Engine Maintenance	63	25.8	18	4.3	260	18.1	127	13.1	59	17.4	527	6.4
Electricity	56	23.0	0	0	55	3.8	93	9.6	18	5.3	222	2.7
Metal	33	13.5	161	38.3	127	8.8	180	18.6	71	20.9	572	6.9
Wood	51	20.9	108	25.7	259	18.0	270	27.9	80	23.6	768	9.3
Boat Building	--	--	--	--	--	--	--	--	--	--	0	0
Plastics	--	--	21	5.0	71	4.9	103	10.6	20	5.9	215	2.6
Mechanical Drawing	39	16.0	83	19.8	210	14.5	149	15.4	91	26.9	572	7.0
Graphic Arts	--	--	--	--	--	--	--	--	--	--	0	0
Photography	--	--	--	--	284	19.7	--	--	--	--	284	3.5
General Shop	2	0.8	--	--	149	10.3	33	3.4	--	--	184	2.3
Other	--	--	29	6.9	25	1.8	14	1.4	--	--	68	0.9
TOTAL	244	100	420	100	1440	100	969	100	339	100	3412	41.6

TABLE 11b TOTAL---------- 8210 100%

TABLE 12a

Adjusted yearly enrollment of the Trade and Industrial Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Trade and Industrial Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Technical Education	0	0	359	100	0	0	359	100
Appliance Repair	0	0	328	100	0	0	328	100
Automotive Services	504	30.9	1114	68.3	13	0.8	1631	100
Office Machine Repair	0	0	210	100	0	0	210	100
Fishing Trades	0	0	0	0	8	100	8	100
Commercial Photography	0	0	0	0	73	100	73	100
Construction and Maintenance Trades	72	100	0	0	0	0	72	100
Custodial Services	0	0	88	53.7	76	46.3	164	100
Drafting	28	10.8	133	51.1	99	38.1	260	100
Electronics	24	7.4	75	23.1	225	69.5	324	100
Graphic Arts	66	32.2	0	0	139	67.8	205	100
Iron & Metal Working	37	1.9	1535	80.4	337	17.7	1909	100
Personal Services	28	1.7	1192	72.2	432	26.1	1652	100
Plastics	0	0	0	0	163	100	163	100
Public Service	0	0	0	0	194	100	194	100
Food Occupations	0	0	294	77.7	84	22.3	378	100
Small Engine Repair	0	0	0	0	34	100	34	100
Textile Production and Maintenance	9	15.8	0	0	48	84.2	57	100
Woodworking	63	86.3	0	0	10	13.7	73	100
Other	0	0	0	0	477	100	477	100
TOTAL	831	9.7	5328	62.2	2412	28.1	8571	100

TABLE 12b

Adjusted yearly enrollment of the Trade and Industrial Area
by school level and specific subject matter
in the NEVAC schools for 1974-75

Specific Subject Matter of Trade and Industrial Education	School Level						TOTAL	
	Common Schools		Vocational Technical Institutes		Community Colleges			
	#	%	#	%	#	%	#	%
Technical Education	0	0	359	6.7	0	0	359	4.2
Appliance Repair	0	0	328	6.2	0	0	328	3.8
Automotive Services	504	60.6	1114	20.9	13	0.5	1631	19.0
Office Machine Repair	0	0	210	3.9	0	0	210	2.5
Fishing Trades	0	0	0	0	8	0.3	8	0.1
Commercial Photography	0	0	0	0	73	3.0	73	0.8
Construction and Maintenance Trades	72	8.7	0	0	0	0	72	0.8
Custodial Services	0	0	88	1.7	76	3.2	164	1.9
Drafting	28	3.4	133	2.5	99	4.1	260	3.0
Electronics	24	2.9	75	1.4	225	9.3	324	3.8
Graphic Arts	66	7.9	0	0	139	5.8	205	2.4
Iron & Metal Working	37	4.5	1535	28.8	337	14.0	1909	22.3
Personal Services	28	3.4	1192	22.4	432	17.9	1652	19.3
Plastics	0	0	0	0	163	6.8	163	1.9
Public Service	0	0	0	0	194	8.0	194	2.3
Food Occupations	0	0	294	5.5	84	3.5	378	4.4
Small Engine Repair	0	0	0	0	34	1.4	34	0.4
Textile Production and Maintenance	9	1.1	0	0	48	2.0	57	0.7
Woodworking	63	7.5	0	0	10	0.4	73	0.9
Other	0	0	0	0	477	19.8	477	5.5
TOTAL	831	100	5328	100	2412	100	8571	100

ATTACHMENT 2C

Further Recommendations for Interpreting Vocational Enrollments

FURTHER RECOMMENDATIONS FOR INTERPRETING VOCATIONAL ENROLLMENTS

While the preceding tables provide a comparison of enrollments in vocational courses among common school districts, vocational-technical institutes, and community colleges in the NEVAC area, some variables which could not be controlled need to be considered in analyzing the data. Three specific questions to be dealt with are: (1) Is the amount of instruction really best measured by the amount of class time? (2) Are the three levels of the NEVAC area representative of equal proportions of the state enrollment? and (3) Are there differences in the target populations served by and the levels of compulsion associated with the three school levels?

In this study, instruction was measured in terms of class time, yet it is probably misleading to consider instruction as only time spent in class. Because of the discrepancies between teacher-preparation time among classes and student-learning time spent outside the classroom, it might be more precise to think of instruction in terms of two different instructional modes -- teacher preparation time and outside-learning time -- and develop a learning differential to scale each course according to one of these modes.

Assuming that we adopted the teacher-preparation time mode, a determination of the amount of extra preparation required for a specific course could be accounted for in the comparison of enrollment by multiplying each course by a Total Staffing Differential (TSD). The TSD could be a scale from 1.0 to 1.5, where 1.0 equals the normal teacher preparation time and 1.5 equals the most teacher preparation time required for any course.

A metal shop course, for example, might require a normal amount of teacher preparation time and have a TSD of 1.0, whereas an advanced shorthand course might require more teacher preparation time to grade papers and plan

lessons and receive a TSD of 1.25. If each course had 20 students, the weighted enrollments for comparing instruction would be 20 in the metal shop and 25 in the advanced shorthand course. This might be a better way to compare amounts of instruction than simply comparing time spent in class. This same procedure could be used for the outside learning time mode by using an Outside Learning Differential (OLD) scale of 1.0 to 1.5, where 1.0 would represent a nominal amount of outside learning on the part of the student and 1.5 would represent a course where approximately half of the learning was done outside of class. Such weightings would provide a more reasonable enrollment comparison, especially if such enrollments were to be used either as a measure of student learning or a basis for staff funding.

In addition to this caution in interpreting the term "instruction," the reader should also be aware of the various proportions of state enrollment which are represented by each NEVAC level. By analyzing the enrollments of the NEVAC area schools by level with the state enrollment by level, as is shown below, we can see that the vocational-technical institute enrollment in NEVAC represents a larger proportion of the total state vocational-technical enrollment than is the case for common school districts or community colleges.

	NEVAC Enrollment	State Enrollment	NEVAC as a Percent of the State
Common School Districts (grades 10-12)	30,292	187,069	16.2%
Vocational-Technical Institutes	15,172	53,753	28.2%
Community Colleges	10,902	84,434	12.9%

All things being equal (which they are not), one would only have to multiply any enrollment figures by a constant for each educational level in order to arrive at enrollment figures which are weighted proportionately to the state enrollment. If we use, for example, the 12.9 percent of the state community college enrollment found in the NEVAC community colleges as our base, we could multiply enrollments in the other two levels by a fraction whose numerator is 12.9 and whose denominator is the percentage of state enrollment in the NEVAC area for the appropriate educational level. We could then multiply all enrollments in the common school districts by 12.9/16.2, all enrollments in the vocational-technical institutes by 12.9/28.2, and all enrollments in the community colleges by 12.9/12.9 or 1, and arrive at enrollment figures which would be weighted in proportion to each level's (common schools, vocational-technical institutes, and community colleges) representation of the total state enrollment.

One problem which remains to be considered when dealing with the representativeness of enrollments throughout the state is that each geographical area of the state has easy access to a common school district and a community college, but all vocational-technical institutes are in the one third of the state on the west side of the Cascade Mountains. This also has to be considered in interpreting the results.

The intent of this section has been to caution the reader to factors which could affect the interpretation of the comparison of vocational enrollments across three school levels made in this report. One final question to consider at this point is to what extent do the differences between the target populations affect the interpretation of the results. It should be remembered that common schools serve a population with an age range of approximately four years (14-18 years of age). Post-secondary institutions, on the other hand, serve an

age range of up to 80 years (16-96 years of age). It may appear as if the post-secondary institutions would be more likely to have larger vocational enrollments; however, we must also consider the compulsion associated with attendance at both levels. While attendance at a post-secondary institution is purely voluntary, the common schools have a captive audience due to compulsory attendance laws. It might also be the case that certain common schools would require some vocational credit as a prerequisite for graduation. We are not offering a solution to this matter of different target populations, but rather advising the reader that it must be considered in examining (along with many other factors) comparisons of this type.

APPENDIX 3

Sample Test Materials

SAMPLE TEST MATERIALS

Those taking the articulation workshop for credit were expected to write sample tests (or at least test items) related to selected competency statements on their career ladders. While time did not permit a complete development of competency tests for any single career ladder step, it seemed that such competency tests would be required if and when the advanced placement of students in the programs becomes a reality.

As an aid to those reviewing this particular articulation project, we provide in this appendix two samples of test materials. They are as follows:

Alphabetic Filing Test -- related to competency #2 of the file clerk step of the secretarial/office career ladder

Medical Terminology Test -- related to competency #1 of the medical transcriptionist step of the health support services career ladder.

ALPHABETIC FILING TEST

Alphabetic filing is accomplished by units. The first unit of a name is the first name, number, letter or department which would appear in the file. The second name is the second unit, and the third name the third unit. In the first part of this test, write in the answer column the first, second, or third unit of each of these names.

PART I

In the answer column, write the first unit of each of these names.

1. Mary Ann Brown _____
2. Police Department, Renton _____
3. Joe's Restaurant _____

In the answer column, write the second unit of each of these names.

1. 613 Shady Lane Apartments _____
2. U. S. Dept. of Health Education and Welfare _____
3. Mrs. Jim Logue (Lynette Diane) _____

In the answer column, write the third unit of each of these names.

1. The 2nd Avenue Beauty Shoppe _____
2. Department of Motor Vehicles _____
3. North West Business Supply _____

PART II

After each group, indicate the order in which the names should be arranged in an alphabetic file.

Example: (a) J. T. Jefferson; (b) John Thomas; (c) Carl W. Brown c a b

(a) Campbell Co., Ltd.; (b) Campbell Cartage Co.; (c) Campbell Co. Inc. _____

(a) Los Angeles Printing Co.; (b) Lt. S. W. Angliss; (c) Loshton Mfg. Co. _____

(a) U. S. Dept. of Defense; (b) United Steamship Lines, Inc.;
(c) Union for Traffic Safety _____

(a) Riggin and Roberts; (b) Dr. George Riggin; (c) Riggin and Roberts Bros. _____

(a) Roger N. Jenkins; (b) Garland N. St. John; (c) John Sprague Furniture Co. _____

PART III

TRUE - FALSE: Circle T or F to indicate which names are arranged in the accurate alphabetical order.

T F (a) Dept. of Education, Washington State; (b) Eustace D. Wallace (c) Stanton Teacher's Agency

T F (a) Cannaday; (b) G. S. Cannaday; (c) Wm. Canaday

T F (a) Committee for Population Control; (b) Podner's Clothiers; (c)Clyde D. Poe

T F (a) Langley Plywood Co.; (b) LaPetite Hat Shoppe; (c) Peter's Flying School

T F (a) CAO Industries (b) Edward H. Caplin-Owens; (c) Raymond A Caplin

PART IV

In the space provided at the right, list in alphabetical order the following business names. Identify the first unit with one line, the second unit with two lines, and the third unit with three lines to facilitate your work.

The Elgin Watch Company _____

General Tire and Supply Company _____

Brown-Jones Supply Company _____

The Apex Cleaners _____

GTL Company _____

El Toro Cigar Company _____

The General Tire and Tube Company _____

Abby Rents _____

Brown Bakery _____

ABC Mills _____

MEDICAL TERMINOLOGY

Competency Test for Medical Transcribers

Directions: Do not write on this test. Make marks only on the answer sheet.

Choose one of the alternatives in Column II which has the same meaning as the combining form in Column I. Indicate your answer by blackening the space on the answer sheet which corresponds to the letter of the answer you have selected from Column II.

Column I Combining Form	Column II - Answers Meaning of Combining Form
1. com, con-	a. against
2. contra-	b. two
3. pre-	c. together, with
	d. painful
	e. before
4. -ectasis	a. pain
5. -osis	b. protrusion
6. -cele	c. expansion
	d. fixation
	e. condition, increase
7. -(o)scopy	a. fixation
8. -(o)stomy	b. bursting forth
9. -pexy	c. inspection
	d. puncture
	e. more or less permanent opening
10. -iasis	a. vessel
11. -ectomy	b. removal
12. -(r)rhexis	c. rupture
	d. condition
	e. examination
13. salpingo-	a. eyelid
14. blepharo-	b. rod
15. ot, oto-	c. ear
	d. tear
	e. tube

16. lipo-	a. lip
	b. eyelid
17. hyster-	c. fat
	d. uterus
18. digit-	e. finger

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19. chilo, cheilo-	a. hand
	b. lip
20. chiro, cheiro-	c. skin
	d. kidney
21. derm-	e. fland

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22. myo-	a. marrow
	b. meninges
23. myel-	c. brain
	d. bone
24. osteo-	e. muscle

---

25. cyst-	a. cell
	b. vessel
26. angi-	c. mouth
	d. bladder
27. stoma	e. circle

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28. aden-	a. kidney
	b. bile
29. nephro-	c. stomach
	d. cell
30. chole-	e. gland

Directions: Choose the classification in Column II which applies to the condition in Column I.

Conditions	Classifications
31. schizophrenia	a. kidney disease
	b. neurological disorder
32. pneumonia	c. respiratory disease
	d. psychiatric disease
33. multiple sclerosis	e. metabolic disease

34.	endomatriosis	a. obstetrical disorder b. eye disease
35.	otitis media	c. ear disease d. cardiovascular disorder
36.	isolated pulmonic stenosis	e. respiratory disease

37.	phenylketonuria	a. urogenital disorder b. infectious disease
38.	paralysis agitans	c. metabolic disorder d. neurological disorder
39.	hypertrophy of prostate	e. psychiatric disorder

40.	glomerulonephritis	a. neonatal condition b. neuromuscular disorder
41.	oophoritis	c. gynecological disease d. digestive disorder
42.	kernicterus	e. renal disease

Directions; Choose the term in Column II which describes the operation indicated in Column I

	Operative Terms - Eponyms	Descriptive Term
43.	Fredet-Ramstedt	a. total hip replacement b. hernia repair
44.	Miles	c. pyloromyotomy d. abdominal perineal resection
45.	Cesarean section	e. removal of fetus through uterine incision

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Directions: Choose the item in Column II which is the correct analysis of the word in Item I

	Terms	Analysis
46.	pyonephrosis	a. muscle-without-strength
47.	hysterrhexis	b. pelvis-kidney-condition
48.	myasthenia	c. gray-marrow-inflammation
49.	poliomyelitis	d. uterus-rupture
50.	pyelonephrosis	e. pus-kidney-condition

Directions: Choose the best possible answer for the following:

51. Irregularity in rhythm and force of extremely ineffectual rapid ventricular contractions are present in (a) tachycardia, (b) bradycardia, (c) ventricular fibrillation, (d) sinus rhythm, (e) premature ventricular contractions.

52. Excessively high red blood count, hemoglobin and hematocrit are typical lab findings in (a) Gaucher's disease, (b) leukemia, (c) Cooley's anemia, (d) polycythemia vera, (e) Hodgkin's disease.

53. Sudden death may ensue when a blood clot dislodges, enters the circulation and obstructs a blood vessel in the lung. This condition is called: (a) thrombosis, (b) pulmonary infarction, (c) aneurysm, (d) pulmonary edema, (e) pulmonary embolism.

54. A valuable diagnostic aid in myocardial infarction is the determination of (a) transaminase-SGOT, (b) Rh factor, (c) RBC, (d) blood count.

55. A congenital constriction of a segment of the aorta is known as (a) aortic stenosis, (b) aortic insufficiency, (c) aortic coarctation, (d) aortic regurgitation.

56. A paralysis of one-half of the body is called (a) paresthesia, (b) paraplegia, (c) hemiplegia, (d) quadriplegia, (e) analgesia.

57. Inflammation of the covering sac of the heart is known as (a) myocarditis, (b) endocarditis, (c) pericarditis, (d) rheumatic heart disease, (e) bacterial endocarditis.

58. Bulging of a weakened area of the heart or of a blood vessel results in (a) aneurysm, (b) embolism, (c) infarction, (d) thrombosis, (e) varicosity.

59. Lining of the thoracic cavity - (a) peritoneum, (b) omentum, (c) diaphragmatic pleura, (d) parietal pleura.

60. Dilatation of bronchi and bronchioli: (a) aplasia, (b) bronchostenosis, (c) bronchitis, (d) bronchiectasis, (e) bronchial adenoma.

61. Bloody expectoration: (a) lung abscess, (b) hematemesis, (c) hemoptysis, (d) anthracosis, (e) influenza.

62. A functionless, airless lung: (a) aplasia of lung, (b) atelectasis, (c) asthma, (d) bronchostenosis.

63. Permanent overdistention of the air vesicles: (a) emphysema, (b) atelectasis, (c) empyema, (d) pneumothorax, (e) Gaucher's disease.

64. Escape of air from the lung into the pleural cavity: (a) hydrothorax, (b) hemothorax, (c) empyema, (d) spontaneous pneumothorax, (e) emphysema.

65. Inflammation of the nasal mucosa: (a) rhinitis, (b) ethmoiditis, (c) sinusitis, (d) epistaxis, (e) pansinusitis.

66. A break in the skin or mucous membrane: (a) onychia, (b) nevus, (c) ulcer, (d) tinea, (e) lupus.

67. Below the collarbone: (a) subapical, (b) substernal, (c) infraclavicular, (d) infrascapular, (e) subdiaphragmatic.

68. Tapping of abdominal cavity: (a) thoracentesis, (b) penumolysis, (c) paracentesis, (d) pneumoperitoneum, (e) paracentesis tympani.

69. Benign tumor of bone and cartilage: (a) melanoma, (b) osteoid osteoma, (c) astrocytoma, (d) osteosarcoma, (e) osteochondroma.

70. Benign tumor arising from the membranes covering the brain: (a) meningioma, (b) medulloblastoma, (c) neurofibroma, (d) ganglioneuroma.

71. A benign neoplasm composed of adipose tissue: (a) leiomyoma, (b) leiomyosarcoma, (c) Ewing's sarcoma, (d) lipoma, (e) liposarcoma.

72. Hemorrhagic disorder transmitted by female to male child: (a) hemophilia, (b) purpura, (c) anemia, (d) Christmas disease.

73. The use of cold in treating a disease: (a) diathermy, (b) actinotherapy, (c) cryotherapy, (d) hypothermia, (e) thermotherapy.

74. A center of ossification at each extremity of long bones: (a) epiphora, (b) epistaxis, (c) epiphysis, (d) diaphysis, (e) epiphysitis.

75. A kneading movement in massage: (a) effleurage, (b) mechanotherapy, (c) tapotement, (d) petrissage, (e) therapeutic exercise.

mn 3/76

APPENDIX 4

REPORT

FROM

"OUT OF THE WILDERNESS"

FIRST

NORTHEAST VOCATIONAL ADVISORY COUNCIL

CONFERENCE

May 17 - 18, 1976

MINUTES

NORTHEAST VOCATIONAL ADVISORY COUNCIL CONFERENCE

Lake Wilderness Continuing Education Center

May 17 - 18, 1976

The Conference:

As the Northeast Advisory Council's articulation project, funded by the Washington State Commission for Vocational Education, was drawing to a close, there appeared to be a need for an extended meeting of all secondary and post-secondary NEVAC members to accomplish the following tasks:

1. Review the enrollment data phase of the project that was conducted by Howard Johnson of the Bureau of School Service and Research at the University of Washington and plan ways to incorporate the information gained into NEVAC area articulation efforts.

2. Review the output from the teacher workshop phase of the project and develop a working plan to involve additional teachers and areas in similar articulation activities.

3. Plan for additional articulation efforts in the NEVAC area for 1976-77.

A two day conference planned jointly by Howard Johnson, Allen Suver and Roger Wing was subsequently conducted on May 17 and 18, 1976 at the University of Washington's Lake Wilderness Conference Center. Sessions were held in the afternoon and evening of May 17 and in the morning of May 18. A report of the proceedings of this first NEVAC conference follows.

The Participants:

Joe Brisson	Northshore School District
Robert Cole	Snoqualmie Valley School District
Marilyn Farrell	Lake Washington School District
Lawrence Galloway	Issaquah School District
Joyce Hamilton	Edmonds School District
Dr. Howard Johnson	Bureau of School Service & Research
Gary Kipp	Bureau of School Service & Research
Lester Kovach	Renton School District
Kenneth McDonald	Shoreline School District
Bill Moran	Edmonds School District
Dr. Allen Suver	Bellevue Community College
Roger Wing	Bellevue School District

Session I:

The first general session held on Monday afternoon was led by Howard Johnson, Associate Director of The Bureau of School Service and Research at the University of Washington. He was assisted by Gary Kipp, university graduate researcher, who made a presentation of the enrollment phase of the project. Prior to the conference, each participant had received a "draft copy" of the Enrollment Study that Howard and Gary presented.

After reviewing the background of the Enrollment Study and the data collection activities with the conference participants Howard turned the session over to Gary, who presented the analysis of enrollments and answered questions about specific pages and tables in the "draft copy" of the report.

Prior to the end of the first session Howard Johnson distributed and presented a page titled Considerations and/or Recommendations for Enrollment Analysis, which he asked the conference participants to review and amend as they saw fit. Several minor changes were proposed and will be incorporated into the recommendations section of the final report of the Enrollment Study.

Session II:

The second general session was held on Monday evening. In this session Howard Johnson, Allen Suver and Roger Wing presented the curriculum articulation phase of the project. This phase took place through a series of five Saturday morning workshops where 23 instructors in three discipline areas of health, child development and business education met to undertake and complete three priority tasks:

1. To develop career ladders--including sample job titles and probable annual salaries--for each training area.

2. To develop competency checklists for all steps on selected career ladders.

3. To develop material for brochures for use with students to describe vocational offerings in the local area.

The workshop, which provided university credit to those who wanted it, was led by Howard, with assistance from Allen and Roger.

A paper titled Report on Workshop Sessions, NEVAC Articulation Study (Draft) was distributed to those present. It was developed by Allen Suver and describes the workshop phase of the project.

Draft copies of the four career ladders and competency checklists in child development, nursing, health office support services, and secretarial/office were discussed. (These had been mailed to each NEVAC member prior to the conference.) Those present were encouraged to review the career ladders and checklists and provide input to Roger Wing before the end of the conference on any changes that should be made.

Since the sample brochure under development by the Bellevue Community College graphics department is not yet complete, it could not be shown to the group. A copy of the brochure will be included in the final project report.

The last item of discussion for the evening session was the workshop evaluation which was conducted by Howard prior to the last session. Marilyn Farrell, who was a workshop participant in the child development area, provided some valuable comments in regard to the positive feelings most participants had toward the sessions. Howard, Allen and Roger also gave their impressions of workshops, outlining where some changes might take place if the process is repeated in the future.

This second session ended at 9:30 p.m. after Allen and Roger presented recommendations for continuation of workshop activities to the conference group for their consideration.

Session III:

The third session of the conference opened at 8:45 a.m. on Tuesday morning. In this session, the recommendations presented by Howard Johnson on the enrollment phase of the project and the recommendations presented by Allen Suver and Roger Wing for continuation of the workshop activities were amended and finalized by the conference participants. These recommendations will be included in the final project report.

Session IV:

The goal of the last general session was to:

1. Set priorities for a NEVAC plan of work for 1976-77.
2. Detail identified parts of the 1976-77 NEVAC plan of work and assign people to work on the various areas.

Ideas for the 1976-77 NEVAC plan of work outlined in this session were as follows:

1. Disseminate the articulation work completed to date.
   a. NEVAC members and selected school and college administrators.
   b. Participants in articulation workshop.
   c. Other NEVAC area teachers in child development, nursing, and business education.
   d. State agency personnel -- CVE, SPI and SBCCE.
   e. Professional organizations and associations -- WVA, WCLA, WBEA, etc.

2. Expand and validate competencies.

   a. Involve teachers.

   b. Check with workers.

   c. Review with advisory committees.

3. Develop career ladders and competency checklists in additional new and/or related areas.

4. Construct competency test procedures for advanced placement.

5. Articulate specific vocational functions.

   a. Combine advisory committees.

   b. Exchange teachers.

   c. Provide inservice for specific and/or special needs.

6. Examine proposals for alternative funding.

7. Examine programs to strengthen ties between three levels.

8. Develop local employment projections. Work with Employment Security and WOIS.

It was decided that NEVAC should concentrate on Tasks 1, 2, 3, 4, 6 and 7 for 1976-77. It was agreed that Task 5 could take place between individual schools and institutions as appropriate. Task 8 was dropped for lack of support. Committees were formed as follows to work on the priority tasks:

Task 1 -

Allen Suver* and Roger Wing

Tasks 2, 3, 4 and 7 -

Joe Brisson, Jim Carter, Joyce Hamilton, Les Kovach, Walt Lelinski, Malcolm Lindquist, Ken McDonald, Jim Montzheimer, Bob Sarvis, Allen Suver, and Roger Wing*

Task 6 -

Bob Cole, Marilyn Farrell, Larry Galloway, and Bill Moran*

Since there was not sufficient time for each committee to meet, future meeting dates were established.

* Chairman

Other Business:

In other NEVAC business, Larry Galloway was elected president for the 1976-77 school year. Bob Cole thanked the members of the council for their support during his term of office and then turned the leadership over to Larry.

The group agreed that the conference had been excellent and well worth the time spent. The Lake Wilderness site is outstanding and Howard Johnson was thanked for obtaining it. Those present suggested that consideration be given to holding a second NEVAC conference next year.

The meetings were concluded with lunch.

Respectfully submitted,

Roger Wing

Roger Wing

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